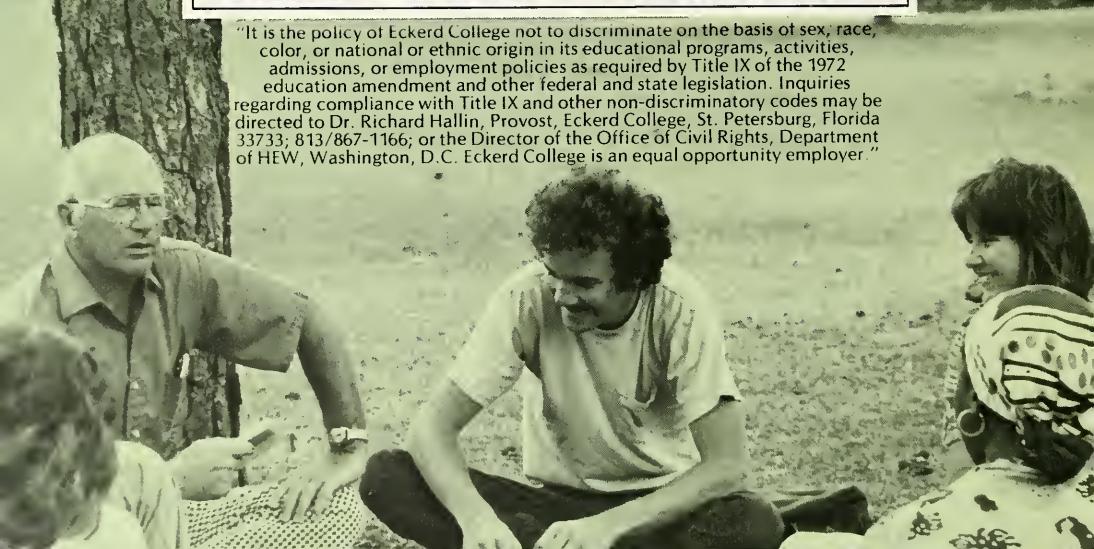


# ECKERD COLLEGE

ST. PETERSBURG, FLORIDA 33733



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# ECKERD COLLEGE CATALOG

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## ECKERD COLLEGE:

## AN INTRODUCTION

Eckerd College is a small, private, fully accredited, church-related, co-educational four year liberal arts college in St. Petersburg, Florida. These words provide a definition in a nutshell of what we are, but they fall far short of describing the spirit of the seventeen-year-old learning community which had as its founding charge "to select, produce and define excellence."

Founded in 1958 as Florida Presbyterian College, the college admitted its first students in 1960, graduated its first class in 1964. In 1972 the college changed its name to Eckerd College to honor Jack M. Eckerd, a prominent Florida businessman whose gifts and commitment to the college have helped to ensure its future.

The college, which is related by covenant to the Presbyterian Church, U.S. and the United Presbyterian Church, U.S.A., is Christian, but nonsectarian and ecumenical. In a statement adopted in 1976, the Board of Trustees, the faculty and the church described the relationship as follows:

"The Church and the College are complementary institutions with their own appropriate purposes and functions. The Church proclaims the Gospel and serves the world through a ministry of care and concern; the College is definitely a part of the community ministered to by the Church. The College

develops and propagates knowledge, values, and humane understanding within a community that is seeking to know the truth; the Church, as she seeks to learn God's will, is a part of that community. Together in the same world and under the same Lordship, the Church and the College fulfill their own purposes in their own distinctive ways.

"The Church supports the College as an instrument of the Church's witness in the world of higher education, with the goal of making men and women whole in competence and conscience; and the College affirms this understanding. However, the proper relationship between the two institutions is one of freedom, a freedom in which each is able to fulfill its responsibilities in the most effective manner. Both the Church and the College recognize this freedom and proclaim it gladly. The Church and the College find unity in the central article of faith - God's ultimate Word to man as spoken in Jesus the Christ."

Eckerd realizes that personalized education is the unique distinction of a small college and thus recognizes the variety of individual needs and preferences. The Eckerd catalog is intended to inform students of both general policies and practices and specific rights and opportunities. It is the student's responsibility to read and understand this catalog as our agreement between the individual and the college.

## THE ACADEMIC PROGRAM AT ECKERD

From the day Eckerd College (then known as Florida Presbyterian College) opened its doors, it has earned a reputation for heading in bold new directions as an institution — and for opening bold new directions in learning to its students.

Continuously, the College has looked for superior methods of educating its students. As evidenced by the fact that Eckerd recently was rated in the top 10% of American colleges and universities, Eckerd has never sought such methods just for the sake of being "different." Each innovation tested had to prove that it was superior to more traditional methods of education before it became part of the academic program. For example, in reading other college literature, you probably have come across such expressions as "4-1-4," "winterim," "miniterm," "interim," or "winter term." (All of them mean essentially the same thing: separating the two terms of an academic year with a one-month period of independent study.) The winter term is an Eckerd concept. This innovation was created and tested first on the Eckerd College campus; then other colleges found it so exciting that they adopted it.

Since the creation of the winter term in 1960, Eckerd has discovered and implemented even more innovative ways of teaching. Perhaps the best way of providing you with an understanding of the Eckerd experience is to take you on a "verbal tour" of the academic program.

### THE MENTOR

Shortly after you have been accepted as an Eckerd student, you will receive material about selection of a "Mentor." The original Mentor was the guide and companion of Odysseus. As you are, in a sense, embarking on your own odyssey, it is only fitting that you have your own Mentor.

Throughout your career at Eckerd, you will have continuing support and counsel from a faculty Mentor, who is more than the conventional "faculty advisor." Mentors are faculty members who have been specially trained to help you in your academic program, career planning, and personal growth. You choose your own Mentor before you enter Eckerd, from a descriptive list of Mentors and projects. In your Freshman year you will take at least one course from your Mentor, and together you will work out the rest of your academic program for the first academic year.

When you become an upperclass student, you will choose a new Mentor — a specialist in your area of academic concentration. The two of you will continue to plan your academic program, including independent and directed studies,

internships, off-campus programs, work experience, career planning, foreign study, and the many other options that Eckerd offers.

### THE AUTUMN TERM

You will start your Eckerd experience in the latter part of August, when you enroll for autumn term. The traditional phrase for this experience is "Freshman orientation" — but autumn term is deeper, wider, longer, and much more significant than "orientation." Autumn term lasts three weeks. It is designed for Freshmen only, and provides an intensive foretaste of college living and college academic work.

During autumn term you will take one academic project, for credit, from your Mentor. This project is stimulating in content, teaches basic academic skills, and focuses on the interdisciplinary nature of learning. The course will give you a clear idea of what is expected of you at Eckerd.

You will learn about living in the college community from the student Resident Advisor in your dormitory, who is on hand during autumn term to help you make the transition into college life. By the time the upperclass students return in September, you will be well established in campus life.

### THE MODULAR CALENDAR

In testing its winter term over a decade ago, Eckerd discovered that the traditional academic calendar (two semesters broken up by several short vacation periods and one long summer vacation) is not necessarily the best calendar for all subjects or students. Now Eckerd has adopted a pattern for the academic year that splits each semester into two seven-week modules, and adds almost a month of special projects for Freshmen (autumn term), while retaining winter term. Freshmen are not required to take winter term (January) because they have completed autumn term.

During the three-week autumn term and the four-week winter term, you will take only one academic project. In each of the two seven-week modules of the fall term and spring term, most students take two courses. By splitting the semesters into seven-week modules, and asking you to take only two courses during each module, Eckerd gives you a chance to concentrate more fully on the material and methods you are studying, and to get more from them. About half of all Eckerd courses are offered in the more intensive seven-week modules; others require the full semester (14 weeks), depending upon

which time period is better for your learning and for presentation of the subject matter.

The modular calendar also provides more points of entry in the academic schedule. You may want to take some time for independent study, foreign study, an off-campus project, work ex-

perience, or to replenish your finances. The Eckerd program gives you a choice of time spans in which to do so: the month-long winter term, the seven-week module, the 14-week term, or the entire academic year.

### Freshman Modular Calendar

FALL TERM — 14 WEEKS

|  |                      |                   |
|--|----------------------|-------------------|
| Autumn Term 3 weeks                              | Module I 7 weeks     | Module II 7 weeks |
| Academic Project and Orientation and Exploration | Foundations Seminar* | Modes of Learning |
| Elective ↑                                       | Elective ↑           | Elective ↑        |

SPRING TERM — 14 WEEKS

|                       |                      |                   |
|-----------------------|----------------------|-------------------|
| Winter Term 4 weeks   | Module III 7 weeks   | Module IV 7 weeks |
| Optional for Freshmen | Foundations Seminar* | Modes of Learning |
| Elective ↑            | Elective ↑           | Elective ↑        |

### Upperclass Modular Calendar

FALL TERM — 14 WEEKS

|                                 |                                 |                                    |
|---------------------------------|---------------------------------|------------------------------------|
| Module I 7 weeks                | Module II 7 weeks               | Winter Term                        |
| Values Sequence                 | Major Requirement or Elective   | Group or Independent Study Project |
| Major Requirement or Elective ↑ | Major Requirement or Elective ↑ | Major Requirement or Elective ↑    |

SPRING TERM — 14 WEEKS

|                                 |                                 |
|---------------------------------|---------------------------------|
| Module III 7 weeks              | Module IV 7 weeks               |
| Values Sequence                 | Major Requirement or Elective   |
| Major Requirement or Elective ↑ | Major Requirement or Elective ↑ |

\*Ordinarily with same Mentor

†Two term-long courses may be taken instead of two modular courses

†Two term-long courses may be taken instead of modular courses

## THE VALUES SEQUENCE

In each of your four years at Eckerd, you will participate in the Values Sequence, an essential part of education at Eckerd because the knowledge and understanding you acquire in these courses will be an essential part of you for the rest of your life. These are the *only* courses required of *all* students at Eckerd; so you can see that you have ample opportunity to select your own subjects.

The Values Sequence is an expression of our belief that one must educate the whole person, and that professional, career-oriented education is deficient unless it is placed within a wider context of thought. Values Sequence courses consist of lectures, small discussion groups, seminars, and individual study of written work. The series concentrates on helping you to understand yourself and your beliefs, and the beliefs of other cultures, so that you can learn how to evaluate critical issues of the day and eventually formulate your own value system, or philosophy, to live by. We feel that this is essential to the development of a truly educated mind as well as to a happy, productive life.

In your Freshman year, you will take Values Seminars that explore the Jewish and Christian heritages and examine the questions of the contemporary world in the light of these traditions. As a Sophomore, you will choose from courses that concentrate on cultures other than your

own: African, Asian, European, and Latin American. Your Junior seminar will relate to your field of academic concentration. Senior seminars take up the practical issues of application of learning, career choices, and the total college experience.

## MODES OF LEARNING

Eckerd spends an extraordinary amount of time teaching you how to learn, for regardless of what your life's work may be, you will advance further and faster if you know the fundamentals of learning itself. During your Freshman year, you will be required to take two Modes of Learning courses, one from each of two different collegia. There is good reason for this requirement. These courses teach you the skills you will need to assimilate more advanced work. You will learn how to think — analyze, synthesize, evaluate. You will learn how to get the most out of independent study and the various off-campus experiences you can elect in your last three years. You will sharpen your communication skills, oral and written, so you can articulate what you have learned. The Modes of Learning classes also are open to upperclass students who wish to review these skills or who wish to cross over into collegia other than that of their major field of interest.



## WINTER TERM

Winter term is a special four-week period in January, with emphasis on independent study. You may enroll in projects designed by professors, or design your own and obtain the sponsorship of a professor. Most winter term projects are related to a central theme or themes, such as the environment, nutrition, the 21st century, our American neighbors, and Florida.

All winter term projects must have academic merit and are judged by rigorous standards. A typical project requires you to select a subject, gather information, organize it, and present it as a paper, a short story, a painting, a performance, or a piece of equipment. Freshmen may take a winter term project, in addition to autumn term, for course credit toward graduation, while Juniors ordinarily do a project in their major or area of concentration.

Many colleges have followed Eckerd College's example in adopting a winter term program, making it possible to exchange students and to increase the range of projects offered. Eckerd College also cooperates with other 4-1-4 colleges in sponsoring winter term projects abroad or in major cities and interesting locations in the United States. Many winter term projects include as much as eight contact hours per week, which meets the Veteran's Administration standards for full tuition benefits.

## THE COLLEGIUM CONCEPT

During the past few years, educators have become aware that the traditional division of learning into academic "departments" is not necessarily the best or the only way to give structure to the educational process. Newly popular among colleges is the "interdisciplinary" major, in which the student combines courses from two or more departments to form an individual academic program. At Eckerd, we have established interdisciplinary "collegia," which encourage new combinations of studies and demonstrate the interrelatedness of knowledge.

The word "collegium" goes back to medieval days, when it meant a fellowship of equals (i.e., persons communicating without artificial obstacles to discourse) pursuing a common objective (which in Eckerd's case is learning). The word vividly describes what we're trying to do: to bring you (the student) together with a highly knowledgeable person (the professor) in an atmosphere where you are not restrained from debating freely, challenging one another's viewpoints, learning together.

In a collegium, subjects are grouped according to the intellectual discipline required to master them. You learn mathematics and physics in

similar ways, for example; but you learn dance differently, and a foreign language in still another way.

Each Eckerd faculty member chooses to affiliate with a particular collegium, depending upon his approach to his subject. You will do the same. At the end of your Freshman year you will focus upon a major or area of concentration and the collegium which best suits your perception of that study.

Of course, your concentration does not have to lie in a single field, such as history or biology. You can create your own concentration by combining those studies that will help you achieve your career or professional goal. For example, if you wish to become an environmental economist, you can combine economics and biology, thus creating your own concentration to fit your own goal. The collegium concept makes this interdisciplinary approach to learning a natural one that is easy to accomplish.

Eckerd sees the members of a collegium — students and faculty alike — as partners in learning. Professors bring high expectation to the learning process; students are expected to become independent learners and researchers, able to take maximum advantage of their professors' strong qualifications. Each collegium has its own decision-making group, composed of professors and students, which gives students an important voice in the academic decisions of the college.

## THE FOUNDATIONS COLLEGIUM

As a Freshman, you will enter Eckerd College as a member of the Foundations Collegium. This program differs from the other collegia. It is devoted to learning how to accomplish independent, self-motivated study and thought at the college level, acquiring the background to understand humanity's search for values and meaning, learning the principal modes in which the mind does its work, exploring various disciplines, and making a sound beginning in your own disciplines, if you have already identified your goals. The Foundations Collegium is composed of three elements:

**Foundations Seminars.** These are the first-year components of the Values Sequence, and they will be taught by your Mentor. "Inquiry and Human Nature" in the fall term examines man in time and space, man in relationship with nature, man as a socio-political creature, and man as a symbol maker. "Values and the Search for Spirit" in the spring term explores man's need throughout history to understand the transcendent, spiritual dimensions of his existence. In both seminars, you will be encouraged to plan your

own approaches and to think your way through to your own conclusions.

*Modes of Learning.* These courses have one primary purpose: to sharpen your learning capability in a specific field of study. You are proficient not only in a subject but also in the method or mode by which it is understood. For example, "Visual Problem Solving" gives you a systematic approach to working in the visual arts. There are 31 Modes of Learning courses divided among the five Collegia. As a Freshman, you may take any two from different collegia.

In addition to their other purposes, the Foundations Seminars and Modes of Learning courses share the responsibility for teaching you the communications and study skills that you will need for college. Should you need or want further help, Eckerd maintains a Learning Resources Center which offers training in Reading, Writing, Study Methods and Attitudes, and Speaking/Discussing/Listening, as well as individual tutoring.

At the end of your Freshman year, you probably will leave the Foundations Collegium and choose an upperclass collegium and a Mentor related to your individual needs and interests. But if you still aren't quite sure of what your collegium or your concentration of study should be, Eckerd provides a special group of faculty Mentors, assisted by peer counselors (seniors) and supported by the whole Career Counseling program, to help you to find direction while you take an academic program that will enable you to move into any of the five collegia by the time you are a Junior.

## THE UPPER DIVISION COLLEGIA

### The Collegium of Behavioral Science

Members of the Behavioral Science Collegium feel that the urgent problems of today--racism, environmental pollution, overpopulation, world hunger and crime--are problems of human behavior. Therefore, there is much to be gained by developing methodological and conceptual tools to better understand both individual and collective behavior. Students will take modes of learning courses in psychology, sociology, or international politics as well as a course in statistical methods. In addition, courses are available in the fields of economics, sociology, psychology, management, community studies, anthropology, political science, community studies, and business administration.

### The Collegium of Comparative Cultures

The Collegium of Comparative Cultures is dedicated to an understanding of the breadth of man's cultural achievements through comparative study of major cultures. The Collegium

serves both as a window and a gateway to the cultures of the world: a window for those who learn about these cultures in the classroom from professors who have lived and studied in them; a gateway for those who wish to visit these cultures after preparatory study on campus. Comparative Cultures includes the fields of foreign languages (French, German, Russian and Spanish), area studies, literature, Eastern religions, anthropology, and history. Within the field of modern languages, students may elect to major in either language and literature or language and culture (area studies). Asian Studies is an additional area of concentration; there is no language requirement for this field, though Chinese or Japanese are recommended. In all areas there are opportunities for study abroad. Currently, Eckerd students are studying in South America, Russia, Spain, France and Germany (summer term). Graduates consider careers in foreign service, teaching, travel, interpreting, religious vocations, or multi-national businesses and services.

### The Collegium of Creative Arts

The Creative Arts Collegium is dedicated to assisting the development of the creative nature in each person. Freedom with responsibility is found to be vital in the creative person and this is placed in high priority in the Creative Arts Collegium. The Collegium has a human development section composed of psychology, leisure and recreation, and education. Also included in the Creative Arts Collegium are programs of art, music, theatre and dance, and writers' workshop. Students will be encouraged to design interdisciplinary majors, to undertake independent work, to apply knowledge in the community, and to make education exciting, viable and enjoyable.

### The Collegium of Letters

The Collegium of Letters is composed of students and faculty who have in common an interest in human beings, past and present--their history, literary and artistic products, religious commitments, political involvements, and philosophical groupings. The study of who we are by looking at what we are doing and the works and institutions created by our predecessors provides the relevance, vitality, and excitement of our program. This humane interest has value in and of itself. In addition, it provides a fundamental background for a wide variety of futures--vocational or through professional and graduate schools--as the experience of our graduates attests.

## **The Collegium of Natural Sciences**

The Collegium of Natural Sciences brings together biologists, bio-psychologists, chemists, environmentalists, marine scientists, mathematicians, physicists, and those interested in the health professions, including medicine, veterinary medicine, dentistry and medical technology.

The major emphasis of the Collegium is on the development of the skills of observation, experimental design, problem-solving, research and the study of the principles and concepts that are necessary to successful scientific investigation. The programs in the natural sciences are geared to provide students with information and techniques that can be applied to the problems of a changing society.

## **MAJORS AND AREAS OF CONCENTRATION**

At Eckerd College efforts are made to tailor programs of study to the particular needs and interests of individual students. To help guide students with the selection of courses, the faculty has approved a number of disciplinary and interdisciplinary **majors**. In most cases, the faculty members associated with each major have prescribed minimum course requirements for the major. Students desiring specific information about major programs should consult their Mentors, collegial chairmen and discipline coordinators. A list of the faculty approved majors follows:

|   |  |
|---|--|
| American Studies                          | Literature                               |
| Anthropology                              | Management                               |
| Biology                                   | Mathematics                              |
| Biopsychology                             | Modern Languages                         |
| Chemistry                                 | Music                                    |
| Comparative Literature                    | Philosophy                               |
| Creative Writing<br>(Writer's Workshop)   | Philosophy-Religion                      |
| Economics                                 | Physics                                  |
| Elementary & Early<br>Childhood Education | Political Science                        |
| Environmental Studies                     | Psychology                               |
| French Studies                            | Russian Studies                          |
| Germanic Studies                          | Religious Studies                        |
| Hispanic Studies                          | Sociology                                |
| History                                   | Teaching English as a<br>Second Language |
| Humanities                                | Theatre                                  |
|   | Visual Arts                              |

Students desiring to design their own programs of study are encouraged to develop an individualized **area of concentration** in cooperation with their Mentors. The proposed plan of study must ultimately be approved by a collegium and have identified with it a specific committee of at least three faculty members. The approved study plan must be filed in the Registrar's office early in the Junior year.

## **PRE-PROFESSIONAL PROGRAMS**

Eckerd College regards liberal arts education as essential to thorough professional training and unites a broad freedom of student choice with course offerings designed to qualify students for graduate education in a number of fields, for law and medical school, medical technology, the ministry, engineering, elementary and secondary education, management, teaching of English as a second language, and selected community professions.

The Eckerd principle is that pre-professional training shall be obtained through intensively supervised internship rather than by professional and pre-professional courses that tend to limit the scope and quality of liberal arts education. Discussion of the teacher education program, immediately following, exemplifies the application of this principle. Students in management take certain specialized courses, such as accounting, and prepare themselves through internships carefully planned with the Mentor of the management program. Similarly, community professions such as human relations occupations involve a thorough liberal arts base, to which are added supervised field and employment experiences designed to the particular interest and need of the student. Students apply for admission to their programs after demonstrating competence in the first and/or second years of the college.

## **TEACHER EDUCATION**

There are three programs of teacher education leading to a teacher certification--secondary, elementary, and early childhood. For **secondary certification**, a student must complete a major in a content area, an Introduction to Psychology course, and a series of six field-based Education experiences. Five of these Education courses are taken in the second semester of the senior year when career motivation is uppermost in the student's life. The **elementary certification** program includes an Eckerd College major in elementary education. The required and elective courses are chosen from a variety of disciplines, so that the major is attractively broad, liberal arts based, and practical. **Early childhood certification** is achieved by completing two courses in early childhood education in addition to the elementary education major. All three programs are approved by the State of Florida Department of Education and twenty-nine other states.

## **ENGINEERING AND APPLIED SCIENCE - THE 3-2 PROGRAM**

The engineering and applied science program at Eckerd is designed for the student who is interested in learning to solve society's technical problems. Career goals for these students

include bio-medical, civil, mechanical, electrical, and chemical engineering along with research and applications in computer science, systems science, mathematics, and human affairs. The student applies to Eckerd for regular admissions and spends three years at Eckerd during which the curriculum should include calculus through differential equations, one year of chemistry, computer programming, one year of physics with calculus, and a demonstrated proficiency in English. Additionally the program must include a minimum of five courses in the humanities and social sciences, including three courses in one area with one of these at the Junior-Senior level.

Upon successful completion of the three-year portion of the program, and with the recommendation of Eckerd College, the student is admitted automatically to an engineering college with which Eckerd has a cooperative agreement. There the student spends two years completing the engineering requirements, after which the student receives degrees from both Eckerd and the engineering college. At present Eckerd cooperates in 3-2 engineering programs with Washington University (St. Louis) and Florida Technological University. Scholarship aid is available on the basis of need and performance. Washington University offers mini-courses during winter term, and students are encouraged to take one of these as a Sophomore or Junior to assist in planning courses of study and career goals.

#### **THE ECKERD COLLEGE LIBRARY**

The purpose of the library is to support the educational aims of the college by providing those facilities, resources, and services which will enable the students to achieve their full potential. Located in the center of the campus, the library provides an open and free environment for study and general reading. Quiet study carrels and carpeted lounge areas are interspersed throughout the open stack collection on the main floor while the mezzanine reading lounge provides a favorite place for smokers. A typing room is available for students who do not have their own typewriters. An audio-visual area with ten self-instructional carrels is a popular place to listen to one of the growing number of cassettes available in the collection. Art works and exhibits create a stimulating atmosphere in which to work or relax.

The collection contains more than 120,000 volumes with an acquisition rate of 6,000 additional volumes each year. The library also subscribes currently to more than 1,200 periodicals, contains a spoken record collection numbering more than 1,000 and has over 34,000

volumes in microform comprising more than 3,000,000 book pages. The services of the library are provided by highly trained professional librarians each of whom possess a masters degree in a second academic area. At least one of these professionals is on duty during most library hours (92 hours a week). The rest of the library staff is just as eager and capable of helping the student meet certain needs. The whole staff feels personally involved with each student in an adventure of learning by providing bibliographic help, reference service, circulation aid, interlibrary loan privileges, by sharing pens, pencils, paper clips, and by developing friendships which last beyond four years.

#### **THE LEARNING RESOURCES CENTER**

The enhancement of the student's learning capacity is the purpose of the Learning Resources Center. Working closely with the Foundations Collegium, the Learning Resources staff assist students who wish to improve reading, vocabulary, speed and comprehension levels; writing skills; listening skills; discussion-participation capabilities; and research competence. Assistance in such areas, with an emphasis on improving student writing, is offered on an individual consultation basis and in study skills credit courses as well.

#### **SPECIAL ACADEMIC PROGRAMS**

Although Eckerd College is an academic center, it doesn't confine you to an ivory tower. Much of your education may take place abroad or off-campus. Among the options from which you may select are:

##### **International Education**

Eckerd College believes that a liberally educated person should be at home in other cultures and we try to give every student the chance to study abroad as an integral part of education. The Eckerd London Center is permanently staffed and supervised by Eckerd faculty members; we are also affiliated with the Santa Reparata Graphic Arts Center in Florence, Coventry Cathedral in England, The Institute for American Universities in France, and the American College of Barcelona.

**Winter Term.** Eckerd's annual winter term offerings overseas each January are nationally recognized. Many students choose to take their winter term projects in London and we also organize programs in locations such as Austria, Crete, Ireland, Sweden, Italy, Jamaica, Russia, and Holland.

**Semester Abroad.** Varied locations and curricula provide semester opportunities for students in almost all areas of concentration. Programs are available in Florence (art), London, Bogota, Coventry, Aix-en-Provence or Avignon, and Barcelona. Future plans include a semester in Japan.

**Module Abroad.** The Comparative Cultures Collegium recently initiated a seven-week summer module abroad with intermediate level courses in language and area studies. Previous groups have traveled to Greece and Germany in order to take advantage of the "living laboratory" setting. Four-week study projects to locations such as the Soviet Union, Greece, Britain, and Scandinavia, have also been included in the itinerary of summer offerings.

#### **Off-Campus Programs**

The modular schedule permits off-campus study for periods of one month (January), one module (seven weeks), one semester (14 weeks), and up to a full academic year. Students are encouraged to take advantage of programs and facilities not available at Eckerd through the off-campus program. It is possible to participate in group projects with a faculty leader or to contract independent studies of the student's own design. Group projects such as an archaeological dig in the southwest, study of Voodoo in New Orleans, government operations in Washington, D.C., or urban problems in Chicago are possible. Independent projects for individual students have been undertaken in industry, the Argonne Laboratories, marine research, and at an Indian reservation.

The winter term, through cooperation with other schools having similar calendars, provides for specialized, intensive projects on other campuses throughout the United States. As many as 100 students participate in such exchanges each year, undertaking studies at more than fifty co-operating colleges.

The Off-Campus Programs office assists students in making arrangements, preparing contracts, and providing information and ideas related to various choices.

#### **Career-Service Program**

A liberal arts education is no longer to be considered separate from the economic, social and political realities of life. With increasing insistence, employees and professional associations are asking career-minded students to relate fundamental education in liberal arts fields to long-range plans. Further, they stress the value of a solid liberal arts background for business or professional careers.

Woven into your academic program during your

four years at Eckerd, but completely optional, is a program to help you examine your career and professional goals. The Career-Service Program offers one or more of a variety of experiences: one-to-one and group diagnostic career counseling to assist in making decisions which integrate academic programs, career planning, and general lifestyle; internship and field experience placements which involve unpaid work experiences of observation either with a professional person or in a special social environment; paid work experiences related to current academic studies and long-range career goals; discipline internships such as teacher education, community studies, leisure studies, management; and placement services to assist you in finding part-time and summer employment while in school; but primarily to enable you to select either the appropriate post-graduate education or the vocational career that fits your personal aptitudes, desires, and objectives.

#### **Summer Term**

The summer term is an eight-week term consisting of two four-week modules. Courses are available in Module A, Module B, and/or through the full eight-week summer term. A preliminary announcement of courses and fees is published in February; more detailed course descriptions are available in early March. Regularly enrolled Eckerd students, students enrolled and in good standing at other colleges and universities, and high school students who have completed their Junior year and present evidence (usually a recommendation from principal or counselor) of their ability to do college work, are eligible for admission. Summer term rates are slightly reduced from academic year tuition levels. Students entering Eckerd in the summer with the intention of becoming degree candidates must make formal application for admission to the Director of Admissions.

It is possible to enroll in three courses in summer term, one in Module A, one in Module B, and one through the duration of the eight-week term. Summer courses may replace courses missed during the academic year or accelerate graduation. Additional information about summer term courses may be secured from the Dean of Special Programs.

## **ACADEMIC POLICIES**

The academic year at Eckerd College consists of two fourteen-week semesters (each divided into two seven-week modules), a three-week autumn term for Freshmen, and a four-week winter term. During each semester both module and semester long courses are available. Ordinarily a full-time student will register for four courses during each

semester. Students registered for three or more courses per term are considered full-time and are charged full tuition rates for the semester.

## REGISTRATION

Registration dates are listed in the calendar at the back of this catalog. Upon completion of procedures as outlined in registration materials the student's registration is approved by the business office and the Registrar. Students who register late will be charged a \$10.00 fee. Proof of payment must accompany the registration.

All courses for which the student wishes to register for credit must be listed on the official registration form. The student is responsible for every course listed and can receive no credit for courses not listed on this form. After registration day, official changes in study lists may be made only through official drop/add cards approved by the instructors whose courses are involved. Unless a course is officially dropped, a grade of F will be incurred. No course may be added after the drop/add deadlines which are printed in the calendar in the back of this catalog.

## AUDITORS

Any regularly registered full-time student may audit a course without fee, subject to permission of the instructor. Part-time students or students not registered for credit may attend courses as auditors subject to formal permission of the instructor and payment of an auditor's fee of \$100. Entry is made on the student's permanent record concerning audited classes. A course taken for audit may be changed to credit with the instructor's permission, if the change is filed with the Registrar before the last week of the class.

## DEGREE REQUIREMENTS

Unless modified in individual cases by action of the Educational Policy and Program Committee and the Provost, the following requirements must be fulfilled by all students in order to qualify for formal recommendation by the faculty for the Bachelors degree:

- 1) The satisfactory completion of a minimum of 32 courses, plus an autumn term in the Freshman year and a winter term project in each subsequent year. A Freshman may take a winter term in addition to autumn term, and substitute that winter term for one of the 32 courses. One of the winter term projects, ordinarily in the Junior year, must be in the student's major or area of concentration. The winter term project in the Senior year normally consists of the preparation for comprehensive examinations, theses or projects.
- 2) Modes of Learning - two courses to be completed by the end of the Sophomore year.

- 3) The satisfactory completion of Values Sequence requirements as follows:
  - a) Foundations - two seminars to be completed in the Freshman year (FVS 181 and 182).
  - b) World View - two Area Studies courses to be completed by the end of the Junior year. Other courses (foreign language, semester abroad, etc., as approved by the Comparative Cultures Collegium) may be used to satisfy the World View requirement.
  - c) Upper-division Colloquia - four courses during the Junior and Senior years, two from within the student's collegium, one from without, and the fourth from any collegium.

Students transferring to Eckerd as Sophomores are considered exempt from the Foundations and Modes of Learning requirements; students transferring as Juniors are also considered exempt from the World View requirements.

- 4) The completion of a major (from the list of 31 majors formally approved by the faculty), or an independently designed area of concentration. The area of concentration must be approved by three members of the faculty, with an approved study plan filed in the Office of the Registrar.
- 5) The satisfactory completion in the Senior year of a comprehensive examination, thesis, or creative project in the major or area of concentration.

In order to graduate from Eckerd College, a student must ordinarily spend at least two years, including the Senior year, at the college or in an approved off-campus program. Requests for exception, together with reasons, may be directed to the Provost.

## HONORS AT GRADUATION

Eckerd College awards diplomas with honors to a few students in each graduating class. Criteria are entirely academic and include performance in courses, independent study and research, and on the comprehensive examination, thesis or project. Accomplishment in the complete college program is honored rather than in a major, concentration, or discipline alone.

Nomination for honors is the responsibility of the chairmen of the collegia, advised by faculty members related to the nominee's concentration, and honors are conferred upon recommendation of a committee of three faculty members. The awarding of honors is announced at graduation ceremonies.



## ACADEMIC CREDIT

Credit toward a degree is awarded for satisfactory course completion, independent study projects, directed study programs, academic work certified by another degree-granting institution, and proficiency demonstrated by examination.

Ordinarily credit is earned by **course completion**. A normal full-time academic load is eight courses plus an autumn term in the Freshman year and eight courses plus a winter term project in each subsequent year.

Credit may be earned through **independent study** by students who exhibit both the self discipline and mastery of the methodologies demanded by the subject matter selected by the student. An independent study project is designed by a student in consultation with the professor who is to supervise and evaluate the work. An academic contract, drawn in advance, specifies the subject and method of inquiry, the materials to be used, the purpose of the project, and the basis of evaluation and credit. Each contract must be approved by the Director of Independent Study. Independent study options are available for both on and off-campus opportunities. Contracts for these purposes are available from the Registrar.

Provision is also made for credit by **directed study**. Both independent study and directed study require advance planning by the instructor and student. While initiative rests with the student for design of independent study, in directed study the instructor is responsible for supplying a syllabus which defines the program. Directed study syllabi are available from the Registrar.

Credit is granted by **transfer** from degree-granting institutions. A student entering Eckerd College should request that a transcript of work done in other institutions be sent to the Registrar. When the transcript has been evaluated, the applicant is notified of the credit accepted by transfer. Eckerd College students who wish to enroll for part of their programs at other institutions should have the approval in advance of their faculty-Mentors.

Credit for **demonstrated proficiency** is accorded when a student applies for it with the Registrar and successfully completes appropriate examinations. College Level Examination Programs are recognized for both advanced placement and academic credit.

The college recognizes that many experiences outside the classroom may contribute to a student's program. Internships, participation in community projects, and field experience may be accorded credit if closely coordinated with the student's academic program. Such experi-

ence ordinarily constitutes a part of a regular course or independent study project.

## EVALUATION AND RECORDS

The standards grading system of the college is A (Superior Work), B (Good Work), C (Satisfactory Work), D (Poor Work), and F (Unacceptable Work). All courses in which a grade of C or higher has been earned shall count toward fulfilling degree requirements. A course in which a D grade is earned may fulfill degree requirements only when a grade of B or higher is earned in another full course.

A grade of I (Incomplete) indicates that some portion of the course remains unfinished because of illness or for some other reason beyond the student's control. If not completed within a year from the date on which it was incurred, an Incomplete becomes an F.

In case of formal withdrawal before the middle of a module/term, a grade of W is recorded. If withdrawal occurs between the midpoint and the beginning of the last week of classes, a grade of WP is recorded if work completed has been of passing quality, or WF if work completed has not been of passing quality. Students may not withdraw from classes after the beginning of the last week.

All grades are reported to students and entered on the official records of the college. Grades of F or I will not be removed from the transcript. A notation will be recorded at the bottom of the transcript of any substitute grade earned.

## SCHOLARSHIP REQUIREMENTS

At the close of each semester, the Academic Review Committee analyzes the progress of every student who has failed a course. Mentors, professors, and student personnel advisors may be consulted. If, in the judgment of the Committee, the cumulative record is unsatisfactory, appropriate action is taken by the Committee. A student who has accumulated more than one F is placed in one of the following categories; Probation - two or three accumulated Failures; Subject to Dismissal - four accumulated Failures; Dismissal - more than four accumulated Failures. A student who has been dismissed for academic reasons will be ineligible to register at Eckerd College for at least one semester after the date of suspension. To apply for reinstatement after the dismissal, a student shall apply for readmission through the Admissions office.

## COURSE AND PROJECT LISTINGS

### MEANING OF LETTERS AND NUMBERS

Courses are designated by **three letters**, followed by **three numerals**.

1. The first letter indicates the collegium through which the course is offered: A-Creative Arts; L-Letters; C-Comparative Cultures; B-Behavioral Science; N-Natural Sciences; FDN-Foundations.
2. The second two letters indicate the discipline. The letters VS indicate that the course is part of the Values Sequence. The letters CM indicate a collegial course. The letters AS indicate that the course is an Area Studies. The letters WT indicate a winter term project.
3. The first digit of the three numbers indicates the level of the course: 1 and 2 indicate a course at the Freshman or Sophomore level; 3 and 4 indicate a course at the Junior or Senior level.

### AUTUMN TERM PROJECTS FOR FRESHMEN

#### FOUNDATIONS COLLEGIUM

##### FDN 130 The Art of Public Debate

Prof. Alan Carlsten

Recent history has indicated the urgent necessity of informed, rational public debate of all issues confronting the human community. This project will probe the structure and elements of public debate, laying stress on the nature of the debating process and the rules of evidence used in the arguments. Types of reasoning--deductive, inductive, Toulmin inferential--will be studied and applied in actual debating situations. Ample opportunity will be afforded to every student for participation in debate. Individual and team debate will alternate. Video-tape equipment will be used extensively so that students may learn effective use of voice and body movement. Required reading: Otto F. Bauer, **Fundamentals of Debate, Theory and Practice**. Evaluation will be based on participation in class debates and a brief paper.

##### FDN 131 "The head bone's connected to the neck bone . . ."

Prof. Dudley DeGroot

What's in a body? Head, neck, chest, shoulders, arms, legs, etc., right? Well, not necessarily, because every culture provides a conventional way of categorizing parts of the body, together with plans for the use or display of the body. Through a combination of kinesiological, anatomical, and cross-cultural information, students in the project will explore different ways of viewing the body, as well as the kinds of connections made between body conceptions and behavior. An integral part of the project will be a series of "body involvements" drawn from many different cultures designed to heighten awareness of the body's construc-

4. The second and third digits are used at the discretion of the collegium, with the following exceptions: second digit, 1 indicates a Modes of Learning course; 5 indicates a directed study; and 9 indicates an independent study.

Opportunities for independent study are available in all collegia. Independent study contracts are negotiated between the student and the faculty sponsor. Independent study contract forms are available in the Registrar's office.

Directed studies are listed in this catalog. Copies of directed studies are available in the Registrar's office.

**Modes of Learning** courses and **Directed Studies** are included within subject matter listings. **Values Sequence** and **Area Studies** courses are listed under Collegial Courses. Values Sequence courses are limited to 25 students per instructor.

tion and capabilities. Each student will be challenged to develop an explicit personal body conception. Evaluation will be based upon class participation, reaction papers, and the final individualized body conceptions.

##### FDN 132 Experimental Science: Animal Respiration

Prof. John Ferguson

The scientific approach to inquiry and problem solving will be examined and practiced. Each student, working in a small group, will define a problem related to the respiratory biology of an aquatic or terrestrial species, pose questions to explore this problem by any suitable experimental means, complete the necessary experimentation, analyze and interpret the generated data, and communicate his findings and conclusions to others. Throughout all stages group discussions will provide constructive criticism and creative stimulation. Evaluation will be based on effort, degree of organization, creativity, and the success of the final communication.

##### FDN 133 The Shadow of Time

Prof. Irving Foster

For three thousand years man depended almost entirely on the sundial to mark the passage of the daylight hours. From the simple gnomon or obelisk, the sundial evolved into an instrument of surprising accuracy and often of great beauty. In the best of ancient and modern forms, the grace of style and the pleasing use of embellishment make them true works of art. You are invited in this project to study some basic astronomy and the three dimensional geometry in which the apparent motion of the sun about the earth can be described, to discover the time-keeping properties inherent in the gnomon, to learn the principles of operation of the common types of sundials, to design an



accurate sundial of pleasing form, and finally to construct this dial in an appropriate material. Your design can be as simple or complex, as plain or as ornamental, as time and your taste dictate.

**FDN 134 The Shadow of Death** *Prof. Keith Irwin*

It has been said that two things we cannot look at directly are the sun and death. This project will seek to develop a description of death by looking at it indirectly, from its shadow. From literature's imaginative and symbolic material, what descriptions have been offered of the anticipation and experience of dying? What are the biological facts? Existentialists claim we must face the fact of our own death. What is it we are called on to face? What light do our religious and philosophical traditions throw on our encounter with death? From psychological, literary, anthropological, medical, religious and philosophical materials much evidence can be gathered to help answer these questions. After common consideration of some basic materials, individual members will develop topics from the above fields of their own choosing. Evaluation will be based on general participation in the project, and the development of skill in presenting orally and in writing an interesting and informative research report.

**FDN 135 Signs and Symbols** *Prof. Ashby Johnson*

The project has individual and group aspects. The purpose is to develop a more acute awareness of the means by which information is communicated. The initial activity of the students is to record and report information being communicated to them apart from words. Subsequent activities concern differentiating between the conceptual and emotional content which is communicated, exploration of sources of misunderstanding, and group development of a "new" language. Library research is involved in the examination of the nature of signs and symbols, non-human forms of communication, and language theory. The campus and the people on it are the laboratory for the project. Although there is some important library reading associated with the project, primary focus is on direct research. The instructor will work out with each student one "verbal" and one "non-verbal" contribution which serves as the basis for evaluation.

**FDN 136 Roots of Ritual** *Prof. Lee Lebbin*

We are seldom conscious of the extent to which ritual pervades our social environment. In this project students will investigate the rituals enriching our lives. Each student will be responsible for preparing a history of ritual in his/her family setting, for researching one custom or ritual and then writing a paper on the origins, changes, and meanings in that ritual, and for working in a small group setting to develop a Celebration of Ritual, a ceremony that gives new relevance to old actions. Evaluation will be based on the student's success in completing the individual portions of the project and on working with the small group's development of the Celebration of Ritual. Text: Shaughnessy, James D., **The Roots of Ritual**.

**FDN 137 Computer Programming and Problem Solving**

*Prof. George Lofquist*

Credit card bills, airline reservations, magazine subscriptions, bank account statements, school course registrations, and more-- You cannot get away from computers but you can understand them. In this project you will learn to communicate with a computer to get it to do your bidding. Each student will develop algorithms to solve problems in number theory, statistics and business applications. After programs are written in BASIC to enable the computer to execute the algorithms, the programs will be run on the college's computer facilities. No previous experience with computers is expected of the student, and high school algebra is an ample background for the mathematics involved. Work to be submitted for evaluation will include computer solutions to assigned problems and a final examination.

**FDN 138 The Novels of Saul Bellow**

*Prof. Peter Meinke*

This is a study of the major work of our 1976 Novel Prize-winning novelist. Each student will read **The Adventures of Augie March**, **Henderson the Rain King**, and **Mr. Sammler's Planet**. In addition, each student will read two other books, chosen from among **Dangling Man**, **The Victim**, **Seize the Day**, **The Last Analysis**, **Mosby's Memoirs**, **Humboldt's Gift**, and **To Jerusalem and Back**. Students will be evaluated on the basis of a term paper on some aspect of Bellow's work, an oral report on one of the books, and on helpfulness in class discussion.

**FDN 139 Opinion: Yours, Mine, Ours, Public**

*Prof. Anne Murphy*

You will do a survey yourself, "taking the temperature" of the Eckerd College autumn term, and publishing a profile of your own Freshman class. You will also cooperate in a survey of the surrounding community, learning the correct and incorrect ways of wording questions, of conducting face-to-face interviews, of compiling data, and of interpreting the information you collect. The opinion project will also illustrate the limitations of opinion sampling and associated fact-finding.

**FDN 140 Two Soviet Views of the Contemporary World**

*Prof. William Parsons*

Soviet ideology present a clear Marxist-Leninist picture of the world, both for Soviet citizens and for foreign consumption. Yet many Soviet intellectuals have not accepted this official vision of reality. Some of these dissident intellectuals have jeopardized their careers and, in some cases, their personal freedom to present to the West their alternative view of reality. This project will compare the unofficial views of Nobel Prize winners Solzhenitsyn and Sakharov and other dissident writers, with the official ideology presented in Brezhnev's speeches, the newspaper **Pravda**, and other Soviet periodicals. Evaluation will be based on class discussion, oral reports, and one paper.

**FDN 141 Casual and Contractual Human Relationships**  
Profs. Molly Ransbury, Kenneth Keeton

This project is an examination and discussion of human relationships offered by two professors, one in language and one in human development/education, who are man and wife. Primary emphasis will be on the advantages and disadvantages of various human pairing patterns. Students will read *Alternatives to Marriage* by Carl Rogers, *Passages* by Gail Sheehy, and *Effi Briest* by Theodor Fontane. Students will also consider first-person, direct accounts of the pragmatic, intelligent and healthful ways to manage conflict, develop personal boundaries and deepen personal relationships. Students will be involved in large group discussions and small group interactions with Drs. Ransbury and Keeton. Evaluation will be based on participation and a final project or paper that integrates knowledge gained and the personal application of that knowledge.

**FDN 143 Historical Novels: The Interweaving of Fact and Fiction**  
Prof. William Wilbur

This project examines historical fiction, both as a literary form and as a method of historical understanding. By reading two novels and applying the criteria for "good" historical fiction, students can deepen their appreciation for this genre and its contributions to our picture of the human past. All students will read Herbert Butterfield, *The Historical Novel*, Helen Cam, *Historical Novels*, and Hope Muntz, *The Golden Warrior* (novel about the Norman Conquest of England). A second novel will be chosen from a selected list. Fictional treatments will be compared with primary and secondary sources to test the historical authenticity of the novels. Evaluation will be based on discussions, oral reports, and two papers, evaluating the novels for their qualities as fiction and as history.

**FDN 144 America's "American" Americans**  
Prof. Frank Figueroa

A look at American culture as we perceive it and as others do. We will begin by looking at each other as individuals and as members of subgroups. From here we will proceed to examine the larger subgroups that make up American society. Some of the most important institutions of this culture will be studied. Whenever possible we will make our own investigations and observations through personal contacts. We shall visit areas in the vicinity where some subcultures may be observed and experienced, such as in Tarpon Springs, Ybor City, some black ghettos, and retirement homes. Participants in this project will be evaluated according to their participation in class activities and through a research paper on a topic agreed upon by the student and the instructor. **This is a special project for International Students only.**

## COLLEGIUM AND VALUES SEQUENCE COURSES

### FOUNDATIONS COLLEGIUM

**FDN 121 Communications: Writing Skills**

Staff

This course is designed to develop general learning skills through study and practice of reading, writing, listening, vocabulary-expanding, researching, and self-motivating. Students select some of their own reading materials for reading and study technique practice. Additional texts to be determined. Evaluation will be based on weekly in-class essays, vocabulary quizzes, discussion participation, a brief research paper, and regular individual conferences. Open to upperclassmen as well as Freshmen; limit 20.

**FVS 181 Inquiry and Human Nature**

Staff

This course will focus on the problems of defining human nature and viewpoints taken by various disciplines such as anthropology, psychology, and the humanities. The course will use a variety of approaches: lectures, films and demonstrations, discussions, projects, reports in the seminar groups, and individual work between student and Mentor. Evaluation will be based upon discussion, four or five papers or projects, and a final examination.

**FVS 182 Values and the Search for Spirit**

Staff

An extension of the first seminar, the objectives of the course are: 1) to explore the spiritual dimensions of mankind; 2) to probe one's own identity; 3) to encourage respect for each other's beliefs; 4) to encounter the range of spiritual reality in art and act; 5) to consider the importance of faith for life on Spaceship Earth now and in the future. Five major issues (Meditation, Suffering, Redemption, Action, and Vision) serve as the core around which revolve readings, lectures, discussions, and workshops, at which students experience specific spiritual dimensions. Evaluation will be based on a journal, written and creative projects, an oral report and contribution to discussions.

## BEHAVIORAL SCIENCE COLLEGIUM

### BCM 360 Research Design      Prof. William Winston

The purpose of research is to discover answers to questions through the application of scientific procedures. These procedures have been developed in order to increase the likelihood that the information gathered will be as relevant, reliable and unbiased as possible. The purpose of this course, then, is (1) to show how the principles of scientific method apply to social sciences; and (2) to give the beginning student an elementary command over the techniques being used in modern research. Evaluation will be based upon two tests, a final examination, intermittent assignments, and class participation. Prerequisites are an introductory course in any of the behavioral sciences and a basic statistics course.

### BCM 360 Statistical Methods

*Profs. Jack Williams, James MacDougall*

This course introduces the principles of descriptive and inferential statistics. It has two fundamental goals: (a) to develop in each student an intuitive understanding of basic statistical principles and (b) to teach each student how to apply statistical principles and techniques to real life situations in a reasoned and relatively sophisticated fashion. One text will be required. Evaluation will be based on weekly quizzes and homework. No mathematical preparation beyond algebra is assumed. Prerequisite is a behavioral science modes of learning course or Sophomore, Junior, or Senior status. This course (or its equivalent) is required for all students with concentrations in the behavioral sciences.

### BVS 363 The Human Prospect

*Prof. Jack Salmon*

Two leading scholars recently evaluated the likely human future and reached different conclusions: Heilbroner says we may not have one, Kahn believes our glorious march is only begun. Politics is society's way of deciding upon and pursuing values, and thus of inventing our human future. Readings will be in Heilbroner, Kahn, Mendlovitz, Schumacher, Marx, futuristics and technology assessment. Is small beautiful? Are there limits to growth? Is democracy a faith for the future, or an experiment that's over? Evaluation will be based on examinations and a paper giving a preliminary political assessment of a socio-technological trend (e.g. increasing size and centralization of energy systems, "alternative technology," etc.

### BVS 365 Science and the Concept of Race

*Prof. Joan Barnett*

In this course the concept "race" will be fully examined by surveying past and present-day research on the topic from a cross-disciplinary (anthropology, biology, behavioral science) perspective. In addition the ways in which value-laden conclusions on the significance of racial attributes are interpreted will be analyzed by exploring predispositions and attitudes of aversion and preference. Knowledge of the facts and fictions of race will be explored using a variety of materials including works by Dobzhansky, Mead, Jensen, Shockley,

Tobach, and others. Evaluation will be based on several essays and class participation in discussions and in debates. This course is limited to students with Junior and Senior standing.

### BVS 366 Alternatives in love, marriage and family life

*Prof. Jack Williams*

This course will explore family life style alternatives and their consequences for the individuals who choose them. Specifically we will address such issues as the reasons for and against marriage, the desirability of children, the meaning of love, the significance of divorce and the feasibility of assorted alternative life styles. Readings will be drawn from social science research literature and from popular polemics. Students will be evaluated on the basis of four papers and class participation.

### BVS 367 Managerial Theory and Practice Colloquium

*Prof. Bart Tebbs*

The emphasis of this course will be in the realm of values in managerial decision making. The class will begin with an analysis of performance failure problems, in relation to managerial assumptions. This will be followed by a discussion of corporate social problems. Finally, the class will engage in a discussion of individual responsibilities in the organizational climate. The main thrust of the course is to assess the role of the individual in organizational and interorganizational relationships from the perspective of personal and institutional values. Texts: Kolasa, *Responsibility in Business: Issues and Problems*; Miner, *The Challenge of Managing*; Hay et al., *Business and Society*; and *Responsibility in Business* by Kolasa. Evaluation will be based on class participation and intermittent tests. This course is limited to students with Junior and Senior class standing.

### BVS 460 Public Policy

*Staff*

This course is designed for students who want to relate their academic work to contemporary public policy questions. For example, the areas of criminal justice, public health, and public education may be studied. Students will be asked to analyze the economic, political and psychological aspects related to these areas and to identify any trade-offs in basic values that may exist. Finally, students will be asked to make a formal public policy proposal for their area of primary interest. As much as possible we will retain the format of a working seminar. The course will not require a text. A list of paperbacks will be read. Students will prepare formal papers and present these papers to the entire class for discussion. Prerequisite is Junior or Senior standing.

### BVS Colloquium in Social Policy

*Prof. William Winston*

Since the end of the Middle Ages, the developing nation-states of Western Europe have been confronted with the problem of poverty. Previously, this had been a matter of only local concern. With the emergence of national states and national economies, the problem of what to do with the poor necessarily became a matter of national significance. This course will attempt to

trace various aspects of American and English forms of social policies and how they have developed over time. There is one required text: *Poor Law to Poverty Program* by Samuel Mencher. Evaluation will be based upon two one-hour tests, a final exam, and class participation. Open to all Junior and Senior students.

## COMPARATIVE CULTURES COLLEGIUM

**CAS 281 Latin American Area Studies [offered in 1978-79]**

**CAS 282 East Asian Area Studies**

Profs. Gilbert Johnston, Jack Salmon

China and Japan, the most most influential centers of culture in East Asia, reveal themselves through their art and architecture, literature, customs, religious beliefs, and intellectual traditions. While political events and trade relations draw our attention to the East, it is often some distinctive aspect of culture or some scarcely definable quality of life that fascinates us and wins our admiration. This course attempts to go behind the surface events to examine the more enduring features of these two Asian societies. Readings will include Kuo Ping-chia, *China*, and E. O. Reischauer, *The Story of a Nation*. Classroom lectures will be supplemented by films, slides, demonstrations, and special sessions with visiting guests. Evaluation will be based on regular participation, interest in group involvement, two papers or projects, and tests on each of the two areas. Prerequisite: Sophomore standing or higher.

**CAS 283 Soviet Area Studies** Prof. William Parsons

This area studies course traces the historical background and evolution of contemporary Soviet institutions and introduces the students to the present realities of Soviet life. In addition to a general overview, students will have the opportunity to examine specific problems of Soviet Studies by selecting two workshops, such as the following: Russian and Soviet music, The Russian Religious Tradition, The Land and the People of the Soviet Union, and The Soviet Marxist tradition. Prerequisite: Sophomore standing or higher.

**CAS 284 French Area Studies**

Profs. Henry Genz, Rejane Genz

This course is designed to be an introductory study of modern France with an emphasis on the post World War II period. Both village and urban life will be examined from the point of view of the distinguishing characteristics of the French people, their institutions, traditions, customs, values, literature, art and music. There will be lectures, discussions, films and workshops. This course will serve as one of the Area Studies courses required of all students for graduation. About five or six works plus films will be used. Evaluation will be based on class discussions, tests, paper or special project, and final examination. Prerequisite: Sophomore standing or higher.

**CAS 285 German Area Studies** Prof. Mary Paidosh

What is it like to live in a divided country between the super-powers of East and West? Are Germans really a

"Wurst und Bier" people? Do they still cause fear and trembling in other European nations? This course is a comparative study of East and West Germany since the Second World War. The staff and guest lecturers will discuss the significance of socio-political history, cultural and intellectual heritage, and the arts and literature to the life of the East and West German citizen. What things make them different and what things do they share in common? Consideration is also given to the German ethnic contribution to the progress of America. Slides and films supplement discussions, and students will participate in workshops on special topics of German life. Students will read selections from Heidenheimer's *The Governments of Germany, These Strange German Ways* from plays by Bertolt Brecht, and short stories by East and West writers. Evaluation will be based on workshop participation, reports, a major research project, and a final exam. Prerequisite: Sophomore standing or higher.

**CAS 286 African Area Studies**

Profs. Joan Barnett, Joncker Biandudi

What did it mean to be an African in the past? What does it mean today? This course will focus on those cultural patterns most characteristic of traditional and of contemporary indigenous populations of sub-Saharan Africa. Comparisons of the different cultural heritages, with special emphasis on political organization and process for selected societies, will be studied in depth. We shall aim for, through the use of readings, films, and presentations by guest lecturers, accurate representations of African peoples keeping in mind the interesting diversities and similarities found throughout the continent. A variety of reading materials will be used. Student evaluation will be based on quizzes and a final examination.

**CAS 287 Spanish Area Studies**

Prof. Pedro Trakas

This course will acquaint students with many aspects of Spain, both past and present. This will be accomplished by a considerable variety of lectures, discussions, films, and workshops. Each week there will be a lecture, the discussion of a book, a movie or two, another discussion of another book, and a workshop. For discussions, the required reading list will consist of six important books which reflect the most representative characteristics of Spain (see instructor for list). For workshops, shorter supplementary reading assignments will be made. By the last day of classes, each student will submit an 8-10 page paper on some aspect of Spanish culture approved by the instructor. There will also be a final examination. Prerequisite: Sophomore status or above.

**CAS 288 United States Area Studies**

Prof. Kenneth Keeton

This area studies course is designed to acquaint the foreign student with a contemporary view of the U.S. based on a limited survey of its past. Knowledge will be presented through reading material, resource personnel, and visual aids. The latter will be used to indicate



the size and diversity of the country, a major problem for most foreign nationals. Reading material will consist of works such as Ifkovic's *American Letter: Immigrant and Ethnic Writing*; Henry B. Parkes, *The American Experience*; and John Jakes' bicentennial novel, *The Furies*. Field trips are contemplated, such as municipal and county government, court room trial, local schools, and tour of St. Petersburg Times. Basic format of the course will be class discussions. Short papers will be required weekly for the purpose of improving writing skills. A mid-term and final examination will be given. United States Area Studies is highly recommended of all degree-seeking foreign students. **The course is open only to international students, and will meet one area studies course requirement for graduation.**

**CVS 381 Black Literature** *Prof. James Matthews*

The imaginative writings of black Americans represent eloquently the social, political and personal life of black people in this country. This course will be concerned primarily with the moral and cultural issues raised by a few of the most outstanding black writers. The first half of the course looks at the writings of Langston Hughes and Richard Wright in order to compare a comic and a tragic rendering of black experience. During the second half of the course the focus will be on James Baldwin and Leroi Jones (Baraka) with particular emphasis on the place of the writer in a social revolution. Students will prepare a final paper on the writing of one other contemporary black writer (Ishmael Reed, Nikki Giovanni, etc.). A journal will be required in which students monitor their reading; the final exam will be based on this journal. Prior reading of Ralph Ellison's *Invisible Man* and Alex Haley's *Roots* is recommended.

**CVS 484 Professional Ethics and Personal Morals**  
*Prof. Ashby Johnson*

The purpose of the course is to provide critical and informed dialogue regarding the ethical standards associated with a range of vocations which require academic background. Topics considered are: the formation of value judgments, ethics of the marketplace, professional ethics in research, morals in public life, ethics in communication and mass media, art and morals. Two papers are to be submitted during the course. These, together with an examination and seminar participation, furnish the basis for evaluation.

**CVS 486 Secularism and Personal Values**  
*Prof. Gilbert Johnston*

What are the various meanings of the word "secular" and how has the trend toward secularism affected the arts, literature, government, religious institutions, and general life styles? These questions will be considered as background material for a discussion of personal values. Harvey Cox, *The Secular City*, will be read as representative of a positive Christian attitude toward secularism. Other readings will challenge this view or offer contrasting interpretations. Each student will be expected to write a position paper on personal values and a report on secularism as challenge and/or opportunity in a particular area of the student's concern.

Evaluation will be based, in addition, on general participation and on one examination on the more objective material of the course.

## CREATIVE ARTS COLLEGIUM

**ACM 131 The Black Church in Retrospect**  
*Prof. Moses Stith*

This course is designed as a brief historical survey of the development of the black church and its impact on American society from early slavery to reconstruction. It deals with the following issues: how the church developed during that period, what factors contributed to its development, what historical figures affected its development, the relationship of the black church to the white church during this period, the impact of the church on the society of the period. Selected readings will be required. Evaluation will be based on writing assignments, classroom participation and a final examination.

**ACM 305 Resident Advisor Internship**  
*Student Affairs Staff*

The primary purpose of the Internship is to increase the student's ability to observe, understand, evaluate, and act to facilitate community, social, and personal development of the people with whom the student is living and working. The following hours per week are expected of students: four of instruction, seven of preparation, and ten of laboratory. Evaluation will be on a substantial research project on an area related to the RA course, and on several shorter papers. Prerequisites: Selection as a Resident Advisor.

**AVS 383 The Psychology of Consciousness**  
*Prof. Thomas West*

This course is a Junior and Senior colloquium in the Human Development cluster of the Creative Arts Collegium. With the development of humanistic psychology, attention has been directed to the phenomenon of consciousness. It may be that in our "normal" state we are aware of and are involved in only a small segment of our possible consciousness. Some studies indicate that the creative process is enhanced by the consciousness being in the alpha or theta states. This colloquium will explore the research, theories, and findings concerning altered states of consciousness. We will draw upon the creative venture in art, drama, music, and other fields where innovation occurs.

**AVS 384 Poetry and Values In Contemporary America**  
*Prof. Peter Meinke*

This course will concentrate on the content in the poems of Twentieth Century American poets. Man's relation to nature and society; to science and religion; to truth and beauty: these are the subjects of poets from Frost and Eliot to Ginsberg and James Dickey. The class will explore these relationships as evidenced in the poems, along with the role that poetry itself plays, or does not play, or can play in these relationships.

**AVS 387 Fantasy, Science Fiction, and Human Values**  
*Prof. Richard Mathews*

"Reason is the enumeration of quantities already known; imagination is the perception of the value of those quantities," Shelley said in *A Defense of Poetry*. He argued that poets serve as prophets, since "they can foretell the form as surely as they foreknow the spirit of events." He could have been speaking of science fiction as it unites reason and imagination to examine controversial values questions raised by current and future technologies, political and social structures, and religious and ethical systems. This course will consider works which, in Shelley's words, provide "the mirrors of the gigantic shadows which futurity casts upon the present." Texts will include books by Mary Shelley, H.G. Wells, Aldous Huxley, C.S. Lewis, Anthony Burgess, Ursula LeGuin, Joanna Russ, Brian Aldiss. Evaluation will be based on two short papers and a final examination. Prerequisite: Juniors and Seniors.

**AVS 388 The Art Experience** *Prof. Margaret Rigg*

This course is open to any Junior or Senior (or Sophomore with permission of instructor) who is working in any medium. It is designed to reveal what it means to be an artist today and to elicit from students various forms of response. Students will attempt to integrate the roles of artist, comprehender, symbol-maker, philosopher, human being, inquirer, reporter, writer, and critic. Each student is expected to continue working in the medium of his choice (theatre, dance, visual art, music, writing, etc.) This work will be brought to critiques and will be used as part of the total evaluation of each student's participation in the course. In addition, a student's guide to the arts of the area will be produced from information gathered by the class.

**AVS 481 / ATH 461 The Theatre of Commitment: A Seminar in Theatre Theory**  
*Prof. James Carlson*

The principal presence in contemporary drama is the "Theatre of Commitment" (Eric Bentley's term). It deals with live social, political, religious, and ethical issues in works by such playwrights as Brecht, Weiss, and Hochhuth and in the theatrical practices of Grotowski, the Living Theatre, Peter Schuman, and the San Francisco Mime Troup. It promotes debate and demands moral decision. The group will study selected accounts of theatre development, criticism and selected plays. A short paper, group projects, and an integration exercise will be required. This colloquium is the 1978 topic of the Theatre Seminar. **Students from outside the theatre concentration are welcome.**

**AVS 484 Issues in Education**  
*Prof. Richard Bredenberg*

The sociological foundations of education are explored in this Creative Arts Collegium colloquium. This seminar includes: reports and comments on internship observations and interactions; discussion of assigned reading from texts, periodicals, and the press; interviews with visiting experts, i.e., school board members, classroom teachers, parents and children; exploration of media as it relates to education; studies

of the expectations of individuals and societies concerning education; development of a statement of personal-professional value demonstrating an integration of data from curricular experience.

**AVS 489 Visual Arts Senior Seminar**

*Prof. Margaret Rigg*

This course is designed to aid the student in transition from art studio to post-graduate work in art. Areas of major focus will be: the values implications of moving from art as a primarily personal expression to art as a public statement, exhibitions and exhibiting, graduate study, vocational opportunities and preparation of a resume. Evaluation will be based on participation and involvement and on written assignments. Enrollment is restricted to Senior art majors who have completed their thesis show.

**Values Sequence courses offered in 1978-79**

Bodies, Persons, and Meaning  
Fact and Value

**LETTERS COLLEGIUM**

**LVS 201 Western Civilization**

*Profs. James Mathews, Burr Brundage, Peter Pav*

Who are we? Where did we come from? Where might we be going? What is civilization? Is a civilization described only in terms of its "high culture"? Are we currently civilized, or is Western civilization grinding to a well-deserved halt? We will attempt to answer such questions in this course, taking, as an example of a definition of civilization, Kenneth Clark's film series "Civilisation." We will use the paperback of his scripts as a text, along with key cultural documents from the eleventh to the twentieth century. This values sequence colloquium is intended to help initiate Sophomore students into the Collegium of Letters, but is open to all upper division students. Students will be evaluated on six short papers, a midterm and final examination.

**LVS 301 Western Myths, Old and New**

*Profs. Howard Carter, William McKee*

What are myths, and what can they tell us about ourselves? We will explore the nature of myth as a value-laden story that serves as a model for behavior. We shall read a book about myths, such as Eliade's *Myth and Reality* for theory, then pass to a brief review of the chief myths in the Judeo-Christian heritage, in the Greek mythological tradition, and in the American historical experience. The course will then focus on America from 1950 to the present, stressing the relation of personal and social values to our current myths. Evaluation will be on discussion, a term paper, short papers, and a final. Limit 50.

**LVS 302 Justice, Law, and Community***Profs. Felix Rackow, Burr Brundage*

All persons living in social groups, whether the state, the city, or the family, are faced with the necessity of understanding "community" and the inter-relationships of "law" and "justice." The purpose of this colloquium is to explore the nature of law, its purposes, the means necessary to effectuate those purposes, the limits of the law's efficacy, the relation of law to justice and morality, and the modes by which law changes and grows historically in different communities. Evaluation will be based on a mid-term, final exam, term paper, and class participation. Limit: 50.

**LVS 304 Science, Technology, and Human Values***Prof. Peter Pav*

A historical and philosophical analysis of the nature of science and its relation to human value systems. Organized around the audio-visual series **Science and Society** and **Living with Technology**, this course considers both specific contemporary issues and general questions about science and society. Most seminars will be student-led. Text: David E. Newton's **Science and Society**. Evaluation will be based on presentations, participation, one in-class examination, and a term-paper.

**LVS 305 Woman as Metaphor: Investigating our Literary Heritage***Prof. Julianne Emprie*

From Biblical Eve and Rabbincinal Lilith through Joan of Arc and Mary Hartman, woman has been encaptured in metaphors which seek to illustrate some part of what it is to be human as well as the "other half." The witch, the bitch, the victim, the survivor, the shrew, the romantic, the doll have all been metaphors or representations for women. We will investigate the most significant of these in European, Canadian and American Literature, by exploring literary techniques, by attempting to understand moments in civilization in which a particular metaphor for woman embodies particular values choices, and by investigating the presence, absence or ambience of metaphor(s) for woman in today's world. Evaluation will be based on the quality of reading, discussion, short papers, and final creative synthesis.

**NATURAL SCIENCES COLLEGIUM****NCM 113 [Modes of Learning]****NCM 152 [Directed Study]****Computer Algorithms and Programming***Prof. Robert Meacham*

Problems suitable for computers are chosen from many fields. The student programmer analyzes each problem, devises an algorithm for its solution, constructs a flow chart diagram depicting the algorithm, and then translates the flow chart into BASIC or FORTRAN, the two programming languages learned in this course. Text to be announced. Evaluation is based primarily upon the quality of the problems solved successfully on the computer, and upon the quality of one special computer project of the student's choice. Several tests in BASIC or FORTRAN are also given.

**NCM 116 [Modes of Learning]****Natural History***Prof. Sheila Hanes*

This course is designed to introduce beginning students to selected methods of scientific inquiry using a topic of widespread interest. The methods stressed and their related skills are: 1) observation: data recording; 2) identification: use of systematic manuals and keys; 3) quantification: elementary statistics; 4) abstraction and summarization: composition of a technical paper; 5) literature search: location and use of scientific literature. Text to be announced. Evaluation will be based on periodic tests, laboratory reports and class participation.

**NCN 150 [Directed Study]****The Universe***Prof. Irving Foster*

How man perceives himself in any age is at least partially determined by how he perceives the physical universe of which he is a part, in the 20th century no less than in the past. This descriptive course deals with our present astronomical models. It begins with an overall view of the structure of the universe followed by a more detailed study of the solar system and of stars and star systems. It concludes with a historical review of cosmological theories from ancient times to the present. Required reading includes four paperback texts and any supplementary works the student may need to aid his understanding. Evaluation is based on four short papers and either a final research paper or an exam.

**NCM 151 [Directed Study]****The World of Life***Prof. Irving Foster*

This course stresses both the antiquity and the diversity of life on earth. It begins with the question of how life came to be and how it evolved into today's myriad forms. It then turns away from the study of the individual or species to life as it is lived in communities, in most of which man plays a part. Students read four paperback books and any supplementary material they may individually need or want. Evaluation is based on six short papers and either a research paper or a final exam.

**NCM 204 Electronics****NCM 252 [Directed Study]***Prof. Wilbur Block*

Starting with first principles of electronic circuit theory, the basic operation of electronic circuits and instruments is studied. Course philosophy is to impart to the interested student sufficient knowledge of electronics to enable him to utilize modern electronic techniques and instrumentation. Course content consists of an intermix of lectures and laboratory exercises based on a text and lab manual, to be determined. Evaluation is based on a lab notebook, assigned problems, and quizzes.

**NCM 205 Astronomy 1978***Prof. Wilbur Block*

Astronomy includes the study of the solar system and its origin, the stars and their evolution, and the structure and origin of the universe of galaxies. Also studied are the principles of astronomical measurement. Con-

stellations are identified. The moon, planets, and stars are observed telescopically where possible. Man's relationship to the universe is considered. Course content includes lectures and readings from a text such as Jastrow and Thompson, **Astronomy: Fundamentals and Frontiers**. Observation sessions will be arranged. Evaluation will be based on participation, solutions to assigned problems, and exercises and written examinations.

**NCM 206 The Paradox of Color** *Prof. Irving Foster*

What is color? What determines the color of an object? Is color a physical, a physiological, a psychological phenomena, or are all these aspects involved? Can color be measured? What illusions can color create? These and a hundred other questions could be raised in a course like this, and many of them will be. To understand the basic nature of color or color processes we must consider the nature of the light wave and the physical behavior of such waves, for at the most fundamental level color is one of the natural phenomena of the physical world. There is a direct interplay between light waves and the human physiological and psychological apparatus which enables us to perceive and interpret the messages these waves carry, but how perception occurs, particularly the perception of color, is by no means a solved problem. The great variety of color, natural and artificial, real and illusory, which our brains perceive demands schemes for defining, differentiating and classifying color, a study usually called colorimetry. Finally we shall consider how color is used in art and in design of all kinds, from bubble gum wrappers to furniture, to achieve specific aims or to create specific responses. Participation in it demands that you do a number of laboratory exercises, prepare and present material to the class, take two quizzes and prepare and present material to the class, take two quizzes and prepare a major project, verbal or non-verbal. You will be evaluated on the extent and quality of this participation.

**NCM 207 Introduction to Geology** *Prof. George Reid*

This course is designed to acquaint the student with knowledge of the composition of the earth's crust, the dynamics and processes that have led to present-day land forms. This will involve an understanding of earth materials and forces that modify these substances. Topics such as mineralogy, crustal movements, volcanism, ground and surface waters, and glaciation will be considered in the first part of the course. The second part will be given over to the history of the earth and its inhabitants and surface features. Laboratory will emphasize identification of rocks, minerals and fossil types, together with interpretation of geologic and topographic maps. Field trips will be made to nearby localities of geologic interest. Text is Zumberge and Nelson, **Elements of Geology** and laboratory manual is Zumberge, **Physical Geology Manual**. Evaluation will be based upon examinations and individual reports.

**NCM 250 [Directed Study]  
A History of Scientific Ideas**

*Prof. Irving Foster*

As a contributor to man's cosmic outlook and increasingly as a source of ideas which provide the basis of our technological civilization, science is a vital force in Western society. While gadgets and devices capture public attention, the importance of science is in its ideas, whether associated with the physical or biological sciences. The rise, and fall, of these ideas from 1500 A.D. to the present is the concern of this course. The basic text is Gillispie's **The Edge of Objectivity**, with three short paperbacks as supplementary reading. Evaluation is based on three short papers and one final research paper.

**NCM 251 [Directed Study]  
The Futures of Man: Worlds of Science Fiction**

*Prof. Irving Foster*

A hallmark of modern science fiction is its concern with the future of man, the extrapolation of our present world into a future which may be pleasant, but is usually forbidding. Science, as science, plays a less dominant role than it once did, serving often only as a key to those futures in which cultural, societal, even theological concerns are more important. This course is directed toward the study of such works of science fiction. Required reading includes Sullivan's **As Tomorrow Becomes Today**, a modern critical work, and a minimum of 5000 pages of classic and modern science fiction. Evaluation is based on four short papers and a final research paper on the "future of man" theme.

**NCM 350 [Directed Study]  
Modern Astronomy**

*Prof. Irving Foster*

Modern astronomy is a quantitative physical science and its models and theories are based on our knowledge of physical and chemical processes. This course emphasizes those processes which account for the characteristics of solar system, galaxy and universe and their creation. The basic readings are Unsold, **The New Cosmos**, and Schatzman, **The Structure of the Universe**, supplemented by any of several astronomy texts where needed by the student. Evaluation is based on three papers, one of which must be a major research paper. Prerequisites: at least an elementary course in physics and mathematics through calculus.

**NVS 480 The Conduct of Science and Technology**

*Prof. Joan D'Agostino*

This course is designed to confront the student with some of the more timely issues of the day affecting our environment and society. We will consider topics in terms of their scientific basis, technological development, environmental impact and the resulting effects on our society. Specific topics will include--but are not limited to--nuclear power plants in an age of dwindling fossil fuels, pollution and its concomitant politics, food additives and the F.D.A. and a case study of an oil spill. In addition, we will discuss the scientist's responsibility to society and we will consider the forums available to scientists for voicing opinions on



matters of public concern. Texts to be announced. Evaluation will be based on the quality of your class discussion, two tests and a final paper.

**NVS 481 Human Nature and Human Values** *Prof. Irving Foster*

Scientific discoveries since 1500 have radically altered man's view of himself and his relationship to the universe. This course will explore the questions "Are modern scientific views of the nature of man compatible with the traditional Judeo-Christian value system? Are modern scientific views of man responsible for the apparent shift away from our traditional system?" Readings will be chosen from the works of such scientists as Bronowski, Schrodinger, Dubos, Skinner, Medawar, Jastrow, Eiseley, Ardrey, Lorenz, Darwin, Teilhard de Chardin and Huxley. Additional reading on the western value systems stemming from Judeo-Christian teachings will be included. These will be oriented toward ethical rather than theological matters although the latter may not be totally absent. Evaluation is based on student performance in presenting material and leading discussions, on two short papers and on a final long research paper. The only prerequisite is eligibility to elect value sequence colloquia.

**NVS 482 The Oceans and Man** *Prof. John Ferguson*

This course is designed to provide a general awareness of the oceanic environment and its significance to us. We are faced daily with important decisions in such areas as oil exploration, land reclamation, pollution control, coastline preservation, and the extension of territorial limits. These decisions involve major concerns for values in the resolution of conflicting demands and uses, and comprehension of our stewardship of the oceanic resources. The course forms the basis for the rational development of these value judgments by first reviewing the physical properties of the earth and its seas, including such topics as plate tectonics, the nature of sea water, waves, tides, currents, etc. It then relates these properties to the practical aspect of our use of the seas emphasizing specific problems in fisheries, and oil and mineral resource development. Finally, it deals with the more general influence of the seas on our civilization -- past, present and future. This includes discussions on exploration, commerce, sea power, sea law, and the inspiration of the sea to the arts and other endeavors of mankind. Texts are McCormick and Thiruvathukal, *Elements of Oceanography*; Menard and Scheiber, *Oceans: Our Continuing Frontier*.

**AMERICAN STUDIES**

The student's program, developed in consultation with the Mentor, should form a consistent pattern of courses in American culture, chosen from such fields as history, political science, literature, philosophy, religion, art, economics, and sociology. The program will include a minimum of ten courses, with five or six from one discipline, and at least three from a second discipline. Six of the ten courses must be beyond the introductory level.

**ANTHROPOLOGY**

The major in anthropology is designed to help students acquire the basic perspective and understandings of the field, as well as proficiency in applying the anthropological viewpoint to the world in which they live. Requirements for the major include successful completion of five core courses: Introduction to Anthropology, Research Methodology, Anthropological Theory, Physical Anthropology, Senior Seminar; successful completion of four other courses and one winter term in anthropology. Students who intend to pursue graduate studies in anthropology are strongly advised to take course work in the areas of statistics, language studies, history, sociology and psychology. Independent and directed study courses in various areas of anthropology are normally available each academic year. Anthropology majors are strongly encouraged to participate in one or more overseas study experiences during their four years at Eckerd.

**CAN 201 Introduction to Field Archaeology**

*Prof. Dudley DeGroot*

This is a basic introduction to the study of archaeology. While reading of relevant material will be required, the major portion of the course will involve participation in an archaeology field experience. Readings, field notebook, and dig equipment will be assigned. Evaluation will be based upon the content and quality of the field notebook, and performance at the field site. Prerequisites: introduction to anthropology or permission of instructor. Limit 30 students.

**CAN 208 Human Sexuality**

*Prof. Dudley DeGroot*

The bio-social nature of human sexuality will be studied, using an anthropological, cross-cultural perspective. While the biological aspects of human sexuality will be reviewed in depth, the major emphasis of the course will be an exploration of sexuality as symbolically invested behavior. The consequences to man of his symbolic investment of sexuality will be studied in their cultural, social and personal dimensions. Selected readings, field work projects, and small group interactions will be required in addition to participation in lecture/discussion sessions. Evaluation will be based upon one examination and a series of analytic projects.

**BAN 230 The Nature of Human Adaptation: An Approach to General Anthropology**

*Prof. Joan Barnett*

Unlike most non-human animals, man adapts culturally as well as physically, and those human cultural capabilities have roots in biological heritage. In this course we shall examine those physical features which afford humans the ability to develop and use culture, to adapt by means of symbolic behavior. Human evolution, as evidenced by patterns of social organization, will be dealt with in depth. This course is designed for the student who wishes to understand the nature of man in the broadest sense. *Culture, People, Nature* by Marvin Harris will be the primary text. Evaluation will be based on several exams.

**CAN 250 / 251 [Directed Study]**

**The Endless Journey: An Introduction to Anthropology, I, II**  
*Prof. Dudley DeGroot*

This course is designed to introduce the student to the basic concepts, theoretical viewpoints, and research techniques of contemporary anthropology. The required reading and writing assignments will enable the student to become familiar with the anthropological perspective, and provide an opportunity to apply that perspective through writing assignments. Evaluation will be based upon writing assignments submitted. Three textbooks are utilized in the course.

**CAN 305 Culture and Personality**

*Prof. Dudley DeGroot*

A cross cultural investigation of the relationships between personality and culture. The course aims at introducing the student to the major theoretical and conceptual tools utilized by anthropologists in the study of personality in culture, as well as to the data gathering technique employed. A textbook and a variety of ethnographic studies will be utilized. Evaluation will be based upon one examination and the submission of a cultural and personality autobiography which uses the frame of reference and concepts developed in the course. Prerequisites: introductory anthropology or introductory sociology and introductory psychology or permission of instructor.

**BAN 330 Physical Anthropology**

*Prof. Joan Barnett*

This course will focus on the basic of man's physical development from a pre-human heritage to very recent human physical types. The initial class periods will be devoted to early concerns with evolution and with fossil man. Other sessions will focus on understanding why there are differences in physical types among ethnic groups and the ways in which those differences are assessed. Throughout the course we shall be concerned with man's distinctiveness relative to non-human populations and with diversity among human populations. The texts to be used are *Physical Anthropology* by Lasker; *The Evolution of Man's Capacity for Culture* by Spuhler; and *Primates* by Lancaster. Evaluation will be based on exams and participation in class.

**BAN 331 The Missing Link; Anthropological Contributions to the Behavioral Sciences**

*Prof. Joan Barnett*

Anthropology as a discipline is broad and as such draws from many other areas of study in the development and analysis of method, theory, and philosophy. Conversely anthropological inquiry and thought can be of interest to students of psychology, sociology, and other behavioral sciences by providing an alternate framework for their respective concentrations. It is the aim of this course to examine the philosophical and theoretical contributions of anthropology to behavioral science in general with a goal towards providing a better grasp of the significant links among the disciplines. A variety of readings will be selected. Basis of evaluation will be quizzes and short essays. Prerequisite is completion of at least one behavioral science course.

**CAN 332 Making A Mirror For Man: An Introduction To Anthropological Research Methodology**

*Prof. Dudley DeGroot*

All aspects of the anthropologists ways of knowing will be explored during this 14-week course. Lecture/discussions will be tied in with readings and field work experiences. Students will have an opportunity to operate as anthropologists in the design and implementation of different types of research modes. A text and supplementary readings will be utilized. Evaluation will be based upon class participation and completion of field work projects. Prerequisite: introductory anthropology.

**BAN 336 Introductory Archaeology**

*Prof. Joan Barnett*

Contemporary archaeological concerns are not so much focused on types of artifacts as on the significance of artifacts and other objects of material culture for understanding man as a social being in a given environment. This course will focus on the application of archaeological methods and theory as they pertain to reconstruction of culture history and to analyses of cultural process in an ecological framework. A major goal of the course will be to discover what things one must know before beginning a "dig." The main text for the course will be Brian Fagan's *In The Beginning*. Evaluation will be based on quizzes and a research project.

**Courses offered in 1978-79**

CAN 306 Anthropology of Conflict

CAN 330 Cultural Ecology

**ART**

Programs in visual arts are individually designed with a Mentor. Every program must include Visual Problem Solving and Basic Drawing, and two courses in Art History or Esthetics taken outside the discipline. Proficiency in drawing and design must be demonstrated in a Sophomore show before the required thesis show may be undertaken in the Senior year.

**AAR 111 [Modes of Learning]**

**Visual Problem Solving I**

*Prof. James Crane*

This course is designed to give the beginning art student a systematic approach to working in visual arts. Through a series of limiting problems, the student learns to develop his ideas, and as he learns, limits are decreased and freedom is increased. The primary aims of the course are to: 1) develop skills in spatial organization and in relating forms in sequence as an on-going process; 2) discover uniqueness and a personal approach to solutions, even within narrow and arbitrarily prescribed bounds; 3) develop an ability to make and articulate sensitive and astute judgment on the quality of solutions; 4) develop increased dexterity in the handling of visual media.



**AAR 112 [Modes of Learning]**

**Drawing Fundamentals** Prof. Arthur Skinner (fall)  
Prof. Margaret Rigg (spring)

This course will follow a modes-of-learning approach, process-oriented, on learning to learn to draw. Basic drawing media and instruments will be used. The approach will be discovering new ways of seeing, feeling, recording, and expressing images and forms. Each student should expect the materials to cost from \$30 to \$50. This is a basic skill course and regular attendance is necessary and expected. Freshmen and Sophomores are given top enrollment preference. The course may be repeated with a different instructor since the stress is on individual development rather than once-learned content.

**AAR 202 Clay Workshop: Raku Technique**

Prof. John Eckert

This course, open to beginning and advanced students, will center around using the traditional Japanese Raku technique of firing clay pieces along with variations on that technique. Basically, the wares are Bisque fired, glazed with a low melting glaze and then returned to a pre-heated kiln. When the glaze has become molten, the pieces are pulled from the kiln with tongs and smothered in sawdust or quenched in water. The process and results are brilliant and dramatic as compared to regular kiln firing. Beginning students will be instructed in hand building techniques but are encouraged to get as much experience as possible before the course begins as glazing and firing are the major emphases of the course. The text used will be Flynn Lyggard's **RAKU**. Evaluation will be based on the student's learning process evidenced by the quantity and quality of finished pieces. Each student will be responsible for showing all of his work at an interview at the end of the course. Prerequisites are Visual Problem Solving or Drawing. Limited to 15 students.

**AAR 214 Visual Workshop: Calligraphy**

Prof. Margaret Rigg

The course will concentrate on English calligraphy (beautiful writing) and explore various styles of writing and letter forms. Materials can range from simple magic marker and pen and ink to the complexities of illumination on parchment using temperas and gold leaf. Each student will develop a personal style while at the same time learning to appreciate and understand the heritage of calligraphy in the West. A textbook will be used as background reading and one presentation of information gathered from research will be required of each student. Prerequisite: permission of the instructor.

**AAR 219 Painting Critique**

Prof. James Crane

This course is for people who have taken Painting Workshop or have had prior experience in painting. It is not for beginners. The emphasis will be on independent work with regular critiques. No materials are provided. Each student must procure the material needed to complete this course.

**AAR 221 Visual Problem Solving II** Prof. James Crane

Visual Problem Solving II is a continuation and extension of the process learned in Visual Problem Solving I. Problems set by students are worked out in an organic pattern as one solution becomes the take-off point for the next problem. This course is less pre-structured. Assignments are individual and the group critique method is used. Materials are not provided. Evaluation is based on consistent movement with the process, quality of participation in the critiques, and quality and quantity of work produced. The prerequisite is Visual Problem Solving I.

**AAR 222 Clay I**

Prof. John Eckert

This course explores handbuilding--material, form, and spirit. Students will experience clay mixing and recycling, various hand-forming methods, glazing and firing, pottery room organization and maintenance, and a thinking and feeling inquiry into the process in which they are engaged. Evaluation will be based on the quantity and quality of clay work produced, participation in group efforts in the pottery shop and critiques, and on two written statements. Prerequisite: permission of the instructor. Preference will be given to Sophomore and Junior art majors.

**AAR 224 Art Projects**

Prof. John Eckert

Art Projects provides an opportunity to work, under contract, in art media either independently or in media groups. Specific instruction, demonstrations, and workshops will be offered in painting, block print, ceramics, and wood. Work will be evaluated on the basis of quantity, craftsmanship and evidence of involvement and personal aesthetic growth. Critiques will be scheduled regularly. Group events will be scheduled, but extensive work will be expected outside scheduled time. Professors will be available at posted times for consultation. Prerequisites: AAR 112 and AAR 111.

**AAR 229 Basic Photography**

Prof. Arthur Skinner

This course is to help students to become more aware of visual images through the recording power of light-sensitive materials. The course will deal with gathering and presenting photographic images through the use of photographic processes and equipment. Work submitted will be appropriately mounted black and white photographs, two papers, and a notebook of data and comments kept by the student. Evaluation will be based on evidence of the student's progress as seen through the papers, the notebook, and the photographs. Class limit - 12.

**AAR 250 [Directed Study]**

History of the Print

Prof. Arthur Skinner

This course will survey chronologically the development of the print medium from its inception to its future, and counts as one art history credit. The required text will be **Prints and People** by Hyatt Mayor. Evaluation will be based on five papers and an oral examination at the end of the course.

**AAR 302, 303, 304 Open Clay Workshop***Prof. John Eckert*

This is a semester-long open working situation for students and faculty. Basically the premise is to give the opportunity for semi-independent work in clay for both beginning and advanced students providing as accurate a model as possible to a regular studio situation: students learning by working together along with an experienced person. Critiques, demonstrations, and technical lectures will be held at arranged times during scheduled class times. The instructor will set aside use of his time for consultations, classwork, and last but not least, his own work. This will offer the integration of the instructor's working life with teaching life for the benefit of himself and the students. Evaluation will be based on growth during the semester as evidenced by the quantity and quality of work produced, an exam, and a final position paper. Prerequisites are Visual Problem Solving or Drawing or a note of reference from the Mentor as to the ability to work independently. Class limit of 45.

**AAR 305, 306, 307 Open Workshop: Graphics***Prof. Arthur Skinner*

This will be printmaking lab for intermediate and advanced printmakers to help them further their techniques and imagery under the supervision of the instructor. Critiques will be held regularly. Students have the option of taking the workshop on a modular or semester basis. This is not a beginning course. Students should make individual arrangements with the instructor regarding proposals and requirements. Evaluation will be based on quality and quantity of work, and participation during lab sessions. Prerequisites are Drawing, Visual Problem Solving, experience in your chosen print medium, and permission of instructor.

**AAR 320 Intermediate Studio Critique***Prof. James Crane*

These courses offer students a maximum of independence with regular critiques of their work. Each student is asked to prepare a contract for what he intends to do in the semester. Materials to be used are media at the choice of the student. Material expenses normally run from \$50 to \$100. Class time is used for review of the work, field trips, and discussion. All work done in the semester following the contract will be the basis for evaluation. Prerequisites are Visual Problem Solving, Drawing, and any media workshop.

**AAR 328 Visual Graphics***Prof. Arthur Skinner*

This workshop will include instruction in various print media for beginners, but the workshop is primarily for those who wish to do serious work in printmaking. Stress will be on independent work with regular group critiques. The prerequisites are Visual Problem Solving, Drawing, or permission of the instructor based on sketch book or portfolio.

**AAR 420 Advanced Studio Critique** *Prof. James Crane*

These courses offer students a maximum of independence with regular critiques of their work. Each student

is asked to prepare a contract for what he intends to do in the semester. Materials to be used are media at the choice of the student. Material expenses normally run from \$50 to \$100. Class time is used for review of the work, field trips, and discussion. All work done in the semester following the contract will be the basis for evaluation. Prerequisites are Visual Problem Solving, Drawing, and any media workshop.

**BIOLOGY**

Requirements for a major ordinarily will be satisfied by demonstration of basic knowledge and understanding of the history, methods, and principles of plant and animal morphology, taxonomy, physiology, embryology, genetics, evolution and ecology. Normal expectations include eight biology topics. The botany specialization includes General Botany, Microbiology, Cell Biology, Genetics, Advanced Botany, Invertebrate Zoology, Ecology and an elective. The zoology specialization includes Invertebrate Biology, Vertebrate Biology, Cell Biology, Genetics, Physiology, Ecology, Botany and an elective. Students are also expected to participate in the Biology Seminar during the Junior and Senior years.

**NBI 101 Organismic Biology I: Invertebrates***Prof. John Ferguson*

This course leads the beginning student into an appreciation of the diversity of animal life, and the structural basis, evolutionary relationships, biological functions, and environmental interactions of these forms. The student is introduced first hand to the biological richness of our local area. Understanding of the true nature of science is developed through personal experience in a group project. Particular attention is devoted to sharpening skills needed for the rational solving of problems, including critical observation, delineating boundaries of inquiry, acquiring and analyzing data, and communicating findings to others. Text is Hickman, Hickman, and Hickman, **Integrated Principles of Zoology**. Evaluation is based on scheduled quizzes and examinations, laboratory notebook, group project report, group and self evaluation forms.

**NBI 102 Organismic Biology II: Chordates***Prof. George Reid*

This course is designed to acquaint the student with classification and evolutionary history of chordates and with chordate structure. Major emphasis is directed toward the understanding of neo-Darwinian evolution and the manifestation of evolutionary features as seen in the anatomy of aquatic and terrestrial chordates. Texts are Walker, **Vertebrate Dissection**; Romer, **The Vertebrate Story**; Hickman, **Zoology**. Course matter will be considered in two one-hour lecture-discussion sessions and six hours of laboratory per week. Written and/or practical exams will be given upon completion of dissections of the animals studied and periodically in the class schedule.



**NBI 202 Cell Biology***Prof. William Roess*

Cell structure and function will be examined. The flow of energy will be a unifying principle linking the processes of photosynthesis, anaerobic respiration, aerobic respiration, and the expenditure of energy by the cell to do work. The chemical processes in living systems will be related to the structural subunits of cells. Prepared slides will be used to show cell diversity and how cells are organized into tissues. A selection of experiments will be conducted to acquaint students with molecular and cytological techniques appropriate to investigations in cell biology. Text: to be announced. Evaluation will be based on periodic tests, laboratory reports and performance, and a final examination. Prerequisite: high school level of chemistry and biology.

**NBI 203 General Botany***Prof. Sheila Hanes*

In this course the biology of plants will be investigated. Topics will include the growth of plants, responses to environmental conditions, and evolutionary diversity of plants. Both vascular and non-vascular plants will be considered. Laboratories will be primarily field-oriented and will emphasize special plant adaptations and the identification of common species and their role in local ecosystems. Text: to be announced. Evaluation will be based on three examinations, laboratory reports and class participation.

**NBI 204 Microbiology***Prof. Sheila Hanes*

This course is an introduction to the biology of micro-organisms. Emphasis will be on the role of microbiology in community health. Laboratory activities will stress microbiological laboratory techniques, microbial ecology, and the isolation and identification of organisms from selected genera. Text: to be announced. Evaluation will be based on three examinations, laboratory reports and class participation.

**NBI 301 Ecology***Prof. George Reid*

This is an introduction to physical, chemical, and biological relationships in natural communities. Environmental factors, populations, the community concept, traffic in energy, biogeochemical cycles, and social organization in ecosystems are considered. Field work is essentially aquatic in nearby ponds and Gulf shoreline. There will be two one-hour lecture-discussion sessions and six hours of laboratory per week. Readings: Reid and Wood, *Ecology of Inland Waters and Estuaries*; *Scientific American*: "The Biosphere," Odum, *Ecology*; assigned journal articles. Evaluation will be based on quizzes, a final examination, laboratory technique, and laboratory report. Prerequisites: Organismic Biology I and II, Botany, or permission of instructor.

**NBI 303 Genetics and Development: Interpretive***Prof. William Roess*

Mendelian and transcription genetics will be presented from an historical perspective. Key experiments will be described in sufficient detail to lead the student to a better understanding of how questions are asked and

answered in the biological sciences. Gene regulation will be used as a bridge to introduce processes in development. Text: to be announced. Evaluation will be based on periodic tests, a term paper, and a final examination. Prerequisites: designed for Junior-level science students who are particularly interested in interdisciplinary work or for less professionally oriented biology majors.

**NBI 304 Comparative Physiology: Interpretive***Prof. John Ferguson*

This course will examine the various physiological mechanisms possessed by different animals, including osmotic and ion regulation, nutrition, excretion, respiration, circulation, temperature regulation, movement, nervous integration and endocrine function. General principles will be emphasized as revealed through application of the comparative method. Integration of these principles into other areas of the individual student's interest will be enhanced through interdisciplinary work, a term paper, or other type of appropriate activity. Text: Schmidt-Neilsen, *Animal Physiology*. Work to be submitted for evaluation: assigned quizzes and examinations, a prospectus on the Interpretive work to be undertaken, and a final report on that work. Evaluation will also be based on participation in daily class discussions. Prerequisites: designed for Junior level science students who are particularly interested in interdisciplinary work. Some previous background in college level biology and chemistry would normally be expected.

**NBI 305 Genetics and Development: Investigative***Prof. William Roess*

Mendelian and transcription genetics will be presented from an historical perspective. Key experiments will be described in sufficient detail to lead the student to a better understanding of how questions are asked and answered in the biological sciences. Gene regulation will be used as a bridge introducing processes in development. This course will be a lecture course with laboratory work designed to develop specific skills, including how to grow, maintain and experiment with microbial and possibly mammalian tissue culture cells. Text: to be announced. Evaluation will be based on periodic tests, laboratory reports and performance, and a final examination. Prerequisites: designed for Junior-level biology majors.

**NBI 306 Comparative Physiology: Investigative***Prof. John Ferguson*

This course will examine the various physiological mechanisms possessed by different animals, including osmotic and ion regulation, nutrition, excretion, respiration, circulation, temperature regulation, movement, perception, nervous integration and endocrine function. General principles will be emphasized as revealed through application of the comparative method. Marine organisms will be chosen as examples whenever possible, and only minor comment will be made on the functional processes unique to man. An investigative laboratory, employing advanced methodology, will function to sharpen the students analytical skills as applied to the whole organism. Texts:

**Schmidt-Nielsen, Animal Physiology; Hoar and Hickman, A Laboratory Companion for General and Comparative Physiology.** Evaluation is based on five written laboratory reports, a laboratory notebook, assigned quizzes and examinations, and participation in daily class discussions. Prerequisites: designed for Junior level biology majors.

**NBI 402 Advanced Topics in Ecology**

*Prof. George Reid*

This course will consider selected aspects of aquatic or terrestrial ecosystems. Topics to be included will be determined by student interests. Readings and evaluation will be arranged. Prerequisites: Organismic Biology I and II and Ecology.

**NBI 408 Biology Seminar [2-year sequence]**

*Prof. John Ferguson, Biology Staff*

This course will consist of a series of seminars and discussions on topical problems in biology, especially those not fully explored in other areas of the biology curriculum. Particular concern will be maintained for the historical heritage of the discipline. Each participant will make at least one presentation, and must attend and actively contribute to all meetings. Work to be submitted for evaluation: abstract and bibliography of presentation, evaluation reports on selected speakers, and a final exam on the assigned readings. Junior and Senior biology majors participate formally in this seminar for one course credit and Sophomores are invited to attend.

**NBI 499 Independent Research - Thesis** *Biology Staff*

Upon invitation, Seniors may design and carry out a creative research program, usually resulting in a written dissertation which is presented and defended in the spring of the year. Each participant will consult closely throughout the course of his work with at least one of the biology faculty. Materials to be used are original literature. Work submitted for evaluation: preliminary prospectus, periodic progress reports, dissertation. Prerequisites: three years of superior work in biology and an invitation from the biology faculty.

**Courses offered in 1978-79**

NBI 406 Advanced Topics in Botany

NBI 412 Advanced Topics in Genetics

**BIOPSYCHOLOGY**

The biopsychology major couples a broad program of course work in the natural, biological, and social sciences with integrative course and laboratory experiences in the fields of physiological psychology and animal behavior. The major is preprofessional in character, and graduates go on to doctoral programs in psychology, medicine, and biology. Basic requirements include four courses in biology, chemistry through organic chemistry, two courses in statistics and experimental design, and three courses in experimental psychology. Students are encouraged to do a Senior thesis.

**BUSINESS ADMINISTRATION/ MANAGEMENT**

In addition to the all-college requirements, students majoring in business administration/management take Introduction to Psychology, Introduction to Sociology, The Managerial Enterprise, Statistical Methods, Introduction to Accounting, Introduction to Microeconomics and the business administration skill courses consisting of Business Principles, Managerial Accounting, Marketing, Corporate Finance and Business Law. An internship, normally completed between the Junior and Senior years, is a graduation requirement.

**BBA 275 Introduction to Business Principles** *Staff*

The goals of the course are for the student to learn how business is related to society and to obtain a basic overview of all areas of business. Students will become familiar with the business vocabulary, the conflicting demands on business by employees, suppliers, and government, and information about employment opportunities in business. Texts will be required. Evaluation criteria is included in the syllabus.

**BBA 276 Introduction to Marketing** *Staff*

This course will study the effect of advertising within the total marketing environment and introduce the student to marketing theory and methods. A text will be assigned. Evaluation criteria is included in the syllabus. Prerequisite: Principles of Microeconomics.

**BBA 277 Small Business Ownership** *Staff*

This course will focus on the administration of small enterprises. The environment and the philosophies for successful small business operation will be covered. Also, the problems of initiating a business, financial and administrative controls, advertising and marketing programs and policies, the functions of managing production facilities, control of inventory, and personnel selection will be covered. A text and selected readings will be assigned. Evaluation criteria is included in the syllabus. Prerequisite: Introduction to Business Principles.

**BBA 278 Business Law** *Staff*

This course covers the legal problems that are faced in organizing and running a private business. The emphasis is on formation of proprietorship, partnerships and corporations and on contract law. Cases related to these and other areas are covered in class. A text will be assigned. Evaluation criteria will be included in the syllabus.

**BBA/BMN 370 Managerial Accounting**  
*For description see MANAGEMENT.*

**BBA 479 Corporate Finance** *Staff*

This course is a study of corporate structures, the different forms of business organization, and the markets firms use to raise capital. The course covers methods firms use to manage portfolios and to administer

income and expenses. A text is required. Criteria for evaluation are included in the syllabus. Prerequisite: Principles of Accounting.

For other courses see MANAGEMENT, ECONOMICS, SOCIOLOGY, PSYCHOLOGY.

## CHEMISTRY

Students majoring in chemistry will normally take, for the B.A. degree, Concepts in Chemistry I and II, Organic Chemistry I and II, Thermodynamics and Kinetics, Chemical Equilibrium, Chemistry Colloquium, Calculus I and II, Physics I and II and one upper level chemistry elective. For the B.S. degree, students will ordinarily take Calculus III plus three additional upper level chemistry courses beyond those required for the B.A. In addition, all B.S. degree candidates must fulfill the collegial requirement of 16 courses in Natural Sciences.

### NCH 110 [Modes of Learning]

**Introduction to Chemistry** *Prof. Richard Neithamer*

This course will introduce the student to the study of chemical science and should be particularly useful to those of limited background in chemistry and mathematics who wish to pursue the study of chemistry and the biological sciences. Specific attention will be given to the development of skills in observation, logical analysis, imaginative conception and problem-solving. The student will develop factual knowledge in chemistry and concepts of molecular structure and dynamics through readings, lectures, problem discussions and occasional laboratories. Text to be announced. Evaluation will be based on performance in tests, a final examination and the laboratory. Prerequisite: high school algebra.

### NCH 121 Concepts in Chemistry I

*Prof. Joan D'Agostino*

This course treats the fundamental principles of modern chemical theory and is designed for those who plan to major in the sciences. Concepts of stoichiometry, periodicity, atomic structure, chemical bonding, and molecular geometry are presented in a framework which draws upon both inorganic and organic examples. The physical and chemical behavior of gases and liquids are also discussed. Text to be announced. Evaluation will be based upon performance on tests, a final and the laboratory. Prerequisites: a good high school chemistry course and three years of high school math or Introduction to Chemistry, NCH 110.

### NCH 122 Concepts in Chemistry II

*Prof. Joan D'Agostino*

This course continues to explore the fundamental principles of modern chemical theory which are of special importance to later work in chemistry and molecular biology. Topics to be included are thermodynamics, acid-base chemistry, chemical equilibrium, electrochemistry and kinetics. An introduction to organic chemistry and biochemistry, including molecules of biochemical importance, will also be presented. The laboratory program will complement the lecture

material through the course. Text to be announced. Evaluation will be based on three examinations, several quizzes and the laboratory work. Prerequisite: successful completion of Concepts in Chemistry I.

### NCH 221 Organic Chemistry I

*Staff*

This course is the first part of a two-course sequence which deals with the chemistry of carbon-containing compounds. In this course, basic concepts concerning the reactions, structure, and bonding of carbon compounds, particularly hydrocarbons, will be considered. The three-dimensional structure of such compounds will be emphasized and spectroscopic methods for structure determination such as infrared spectroscopy and nuclear magnetic resonance spectroscopy will be discussed. Some of the polar functional groups will also be considered. Text to be announced. Evaluation will be based upon performance on tests, a final, and the laboratory. Prerequisites: Concepts in Chemistry I and II.

### NCH 222 Organic Chemistry II

*Staff*

In this course the study of carbon-containing compounds will be continued. The various functional groups will be considered in detail with the study proceeding from the simpler to the more complex functional groups and finally to multifunctional compounds. Several special topics such as advanced synthetic methods, molecular rearrangements, and heterocyclic compounds will also be considered. Text to be announced. Evaluation will be based upon performance on tests, a final, and the laboratory. Prerequisite: Organic Chemistry I.

### NCH 322 Qualitative Organic Analysis

*Staff*

This course will acquaint the student with the ways in which the systematic identification of an unknown organic substance is accomplished. Thus, the identification of several unknowns (some pure and some mixtures) will be carried out by the student. The use of instrumental methods such as infrared spectroscopy, nuclear magnetic resonance spectroscopy, and mass spectrometry in organic structure determination will be considered in detail. Text to be announced. Evaluation will be based upon performance on tests and completion of the laboratory unknowns. Prerequisite: Organic Chemistry II.

### NCH 323 Thermodynamics and Kinetics

*Prof. Richard Neithamer*

This course will emphasize a molecular approach to thermodynamics. It involves kinetic molecular theory, Boltzman distribution, the three laws of thermodynamics, free energy, thermochemistry, and the thermodynamics of liquids, phase equilibrium, solutions and colligative properties. Kinetics deals with the rates of chemical reactions, and the factors affecting them. The laboratory emphasizes thermodynamic properties of solutions. Textbook will be Adamson, **Physical Chemistry**. Evaluation will be based on three examinations, a final and the laboratory work. Prerequisites: Concepts in Chemistry I and II, Physics I and II, Calculus I and II.

### **NCH 324 Chemical Equilibrium**

*Prof. Richard Neithamer*

The fundamental theory of chemical equilibrium will be applied to many types of equilibria. Systems studied include acid-base, redox, homogeneous, heterogeneous, and phase equilibria. These systems will be treated theoretically in the lecture and practically in the laboratory. Text for the course will be Skoog and West, **Analytical Chemistry**. Evaluation will be based upon satisfactory performance in tests, a final, and the laboratory. Prerequisites: Thermodynamics and Kinetics (NCH 323) and Calculus II (NMA 132).

### **NCH 423 Advanced Inorganic Chemistry**

*Prof. Richard Neithamer*

This course deals with in-depth studies of electronic structure and periodic properties of the atom, theories and properties of the covalent bond, stereochemistry in inorganic molecules, the inorganic solid state, acid-base chemistry, coordination chemistry, electrochemistry, inorganic reaction mechanisms and organometallic chemistry. The course will be operated on a seminar basis involving specified reading and problem assignments for each class period. Readings include a recent advanced text, selected paperbacks and the inorganic chemistry literature. Evaluation will be based on three examinations and extensive problem assignments. Prerequisites: Thermodynamics and Kinetics (NCH 323) and Chemical Equilibrium (NCH 324) or permission of the instructor.

### **NCH 425 Biochemistry**

*Staff*

This course is concerned with the molecular basis of life and, therefore, the chemical processes which occur in the living cell will be emphasized. The various molecular components of cells will be treated first. This will be followed by the study of the important metabolic pathways involved in the generation of phosphate bond energy. Finally, the biosynthetic pathways which utilize phosphate bond energy will be considered. Text, Lehninger, **Biochemistry**. Evaluation will be based upon performance on tests and a final examination. Prerequisite: Organic Chemistry II.

### **NCH 426 Symmetry and Structure**

*Prof. Joan D'Agostino*

This course will cover the theoretical (symmetry, molecular orbital theory) and spectroscopic (ultraviolet, infrared, nmr) techniques applicable to a structural study of condensed states of matter. Symmetry operation will be performed on organic molecules and inorganic complexes in order to deduce the nature of bonding in these compounds. These results will be applied to spectroscopic transitions in these molecules, allowing a better understanding of the origins of such absorbances. Text to be announced. Evaluation will be based on two tests and a final examination. Prerequisites: Organic Chemistry II, Calculus.

### **NCH 428 Chemistry Seminar [2-year sequence]**

*Chemistry Staff*

A series of papers and discussions on topics in chemistry and related subjects. Meetings will be scheduled

bimonthly with student, faculty and visitor participation. Junior and Senior chemistry majors should expect to present one or two papers a year and will receive one course credit upon satisfactory completion of the two years of participation. Evaluation will be based on the quality of the students presentations and participation in discussions.

### **NCH 459 Independent Research - Thesis**

*Chemistry Staff*

Senior chemistry majors who have demonstrated competence in the field may be invited to do independent research with a member of the chemistry staff during their Senior year. The student will be responsible for submitting a proposal of the research planned, carrying out the work, writing a thesis reporting the findings of the research, and defending the thesis before a thesis committee.

### **NCH 423 Advanced Organic Chemistry (offered in 1978-79)**

### **CLASSICS (GREEK AND LATIN)**

#### **LCL 121 Beginning Greek**

*Prof. Frederic White*

An introduction to Greek grammar and to New Testament Greek with readings from the Gospel of John. Paine's **Beginning Greek** will be the basic text. Evaluation in the course will be based on recitation, on quizzes, and on a final examination.

#### **LCL 122 Intermediate Greek**

*Prof. Frederic White*

Readings from Plato and Xenophon with attention to Attic Greek and Freeman and Lowe's **Greek Reader**. Evaluation in the course will be based on recitation, on quizzes, and on a final examination. Prerequisite: LCL 121.

#### **LCL 190 Latin**

*Prof. Frederic White*

An introduction to Latin grammar with extensive readings from original Latin material. Text, **Wheeler, Latin**. Weekly tutorials, with exercises.

### **COMMUNITY STUDIES**

Students majoring in community studies are required to take the following courses: American Community, Community Organization, Community Field Experience, Complex Organizations and Bureaucracies, Statistical Methods, and Research Design. In addition to the core courses mentioned above a student may wish to undertake electives or independent study courses from a list of subjects which are compatible with a community studies major.

#### **BCS 116 [Modes of Learning]**

*The American Community* *Prof. William Winston*

This course is designed to provide a foundation for understanding the American community in its com-

plexity, diversity, and patterned behaviors, using both theoretical and case study approaches. Students will develop skills in identifying and analyzing community structures and values, and in researching some aspects of community. The course is open to all students. Texts: **Perspectives on the American Community**, by Roland Warren and **Communities: A Survey of Theories and Methods of Research**, by Dennis E. Poplin. Evaluation will be based upon two examinations and a term paper.

### **BCS 377 Community Field Experience**

*Prof. William Winston*

These courses provide apprenticeships and internships in carefully selected community agency areas. Upon approval of the instructor and field supervisor, a mutually agreed upon contract is signed, identifying the particular job description, activities, and responsibilities of the student. Apprenticeships are defined as exploration into areas of personal student interest and of community need. Internships are defined as concentrated training in an area of student career or vocational interest. Prerequisites: Approval of instructor and field supervisor; second semester Freshman standing. Limited to twenty students.

### **BCS 376 Community Organization [offered in 1978-79]**

## **COMPARATIVE LITERATURE**

Comparative literature is an interdisciplinary approach to literature. Students declare three areas: 1) five courses in a literature (commonly English and/or American), 2) three courses in a foreign language (such as French, German, or Spanish), of which at least two are literature courses, and 3) two courses in a second foreign language (at any level), or in another discipline (such as history, religion, philosophy, etc.), or in an approved specialty (world literature in translation, myth, the Don Juan tradition, etc.). Students should have one course using comparative methodology. Linguistics and literary criticism are recommended.

## **CREATIVE WRITING**

The Writing Workshop helps develop serious writers--students who think of themselves primarily as writers and students for whom writing will be an important avocation. Students develop their curriculum individually in consultation with the Mentor. Course work varies considerably, but normally must include at least two workshops (selected from offerings in such subjects as poetry, fiction, playwriting, reviews, and journalism) and six other courses in literature. Seniors are required to complete a thesis or Senior manuscript.

### **AWW 227 Fiction Workshop**

*Prof. Peter Meinke*

This course is open to all; preference is given to upper-classmen. The workshop will be limited to 15 students and will concentrate on various fictional techniques. Students will bring in their stories and sketches for discussion and review. A familiarity with current fiction and books about current fiction will also be encouraged. Evaluation will be based on stories written during the term. Permission of the instructor is prerequisite.

### **AWW 228 Fiction Workshop** *Prof. Richard Mathews*

This course is open to all; preference is given to upper-class students. The workshop will be limited to 15 and will concentrate on various fictional techniques. Students will bring their stories and sketches for discussion and review in class. A familiarity with current fiction and books about current fiction will also be encouraged. Evaluation will be based on class participation and on stories written during the term. Prerequisite: permission of instructor.

### **AWW 230 Poetry Workshop**

*Prof. Peter Meinke*

This course is open to all; preference is given to upper-classmen. The workshop will be limited to 15 students and will concentrate on forms and technique in poetry. Students will submit their poems for discussion and review. A familiarity with current poetry magazines will also be encouraged. Evaluation will be based on poetry written during the term. Prerequisite: permission of the instructor.

### **AWW 231 Poetry Workshop**

*Prof. Richard Mathews*

This course is open to all; preference is given to upper-class students. The workshop will be limited to 15 and will concentrate on forms and technique in poetry. Students will submit their poems for discussion and review. A familiarity with current poetry magazines and major contemporary poets will also be encouraged. Evaluation will be based on poetry written during the term and class participation. Prerequisite: permission of instructor.

### **AWW 250 [Directed Study]**

**History and Art of Making Books**

*Prof. Richard Mathews*

A survey of the history and practical skills of making books: including basic elements of paper making, typography, lay-out, printing, and binding. Students will complete design assignments in each area of book production. Lab sessions will be arranged through the Modern Media Institute, campus literary magazine, Dixie Hollins High School printing department, and various other area publishers. Texts and materials will include **Five Hundred Years of Printing**; **The Alphabet**; **The Book**; and assorted supplies. Evaluation will be based on a portfolio of design assignments and a final exam on history and technique.

### **AWW 251 [Directed Study]**

**Journalism**

*Prof. Richard Mathews*

A survey of major issues and techniques of modern journalism. Students will practice various styles of writing, including news, features, reviews, analysis and investigative reporting. Typography, graphics, photo journalism, lay-out and production will also be investigated. Practical lab experience will be arranged through the Modern Media Institute, the campus newspaper, or other area resources. Students will be asked to address values questions essential to informed, free journalists. Texts will include **A.P. Stylebook** (new, revised edition, 1977); **Pressures on The Press**; **Aspen Notebook on Government and Media**. Evaluation will be based on written assignments, midterm and final exam.

## EAST ASIAN AREA STUDIES

A concentration in East Asian Area Studies may be planned through a supervising committee of three faculty members.

## ECONOMICS

In addition to the collegial requirements of statistics and two modes of learning courses, students majoring in economics are required to take a minimum of eight economics courses. All students will take Principles of Microeconomics, Principles of Macroeconomics, Intermediate Microeconomic Theory, Intermediate Macroeconomics and History of Economic Thought. In addition, students will choose electives from a list of approved courses. Independent study courses supervised by the economics faculty can count as economics electives.

### BEC 281 Principles of Microeconomics

*Prof. Tom Oberhofer*

This course will develop basic principles of price theory and focus on their application. We will study the operation of the market system and illustrate it with examples of recent farm and energy problems. We will discuss industrial structure and pricing of output under different competitive structures. We will discuss cost-benefit analysis and apply it to environmental quality decisions. Other topics covered include economics of education and crime. A text will be announced. There will be two one-hour tests and a final exam. This course is required of all students concentrating in economics; other students may take either BEC 251 or 252 or both.

### BEC 282 Principles of Macroeconomics

*Prof. Tom Oberhofer*

This is an introductory course in national income determination theory. It includes an analysis of the elements which comprise the national income and the role of the federal government in maintaining a high level of income and employment without inflation. Special attention is given to monetary and fiscal policy. We will develop a model of the economy and use it to study recent problems of inflation, recession, and balance of payments deficits. This course will use a textbook. There will be two one-hour tests and a final exam. This course is required of all students concentrating in economics; other students may take either BEC 251 or 252 or both.

### BEC 350 [Directed Study]

**BEC 381 Investment Analysis** *Prof. Tom Oberhofer*

This course will examine the operation of the major financial markets in the U.S., with an emphasis on the stock market. There will be a twofold thrust to the course. First the student will study the structure and institutional characteristics of financial markets. Second, he will focus on industry and company analysis. The emphasis is on fundamental analysis, although technical analysis and random walk theories are discussed. The text is Fischer & Jordan's **Security Analysis and Portfolio Management**, supplemented by the National Association of Investment Club's **Invest-**

**ment Club Manual**. Evaluation will be based on answering short essay questions at the end of each chapter, on individual company and industry analyses, and on recording, plotting and evaluating technical components of market performance. The student can expect to do at least four major industry analyses and 25 company analyses. Prerequisites are Statistics and Principles of Micro and Macroeconomics.

### BEC 382 Intermediate Macroeconomics

*Prof. Tom Oberhofer*

This course covers the basic determinants of aggregate demand and aggregate supply. The course is divided into three main parts: first, national income accounts; second, a static analysis of the aggregate market for goods and services using both Keynesian and neo-classical approaches; and third, the applications of macro theory to the problems of domestic stabilization and the balance of payments. A text will be announced. Evaluation will be based on several tests and a final exam. Prerequisite is BEC 282 Principles of Macroeconomics.

### BEC 384 Managerial Economics

*Staff*

The emphasis of this course is upon applying theoretical economics to problems faced by managers of private business. A number of case studies will be used, and business simulation games will cover some areas of the subject. The goal is to improve the students' knowledge of the problems business managers must cope with and to give the students skills in using economic tools as aids in resolving these problems. Required reading will include one text. Evaluation will be based upon performance on case studies and quizzes. This course is primarily for the students concentrating in management, but any student who has a background in economics and is interested in application will enjoy the course. Students taking this course should have had a course in Principles of Economics, preferably BEC 281 Principles of Microeconomics.

### BEC 386 Money and Banking

*Staff*

In this course attention will be given to the structure of commercial banking in the United States; how the structure evolved; and what sort of functions banks perform in today's modern market economy. The course also will deal with monetary theory and with international monetary institutions like the International Monetary Fund. The goal is for students to learn the structure and functions of commercial banks and to broaden their understanding of a money economy. One textbook will be the required reading for the course. Evaluation will be based on performance on semester tests plus a final exam. This course is primarily for students concentrating in economics or in management with an economics emphasis. Students should have taken at least one basic course in economics before taking this course.

**BEC 450 [Directed Study]  
History of Economic Thought** *Prof. Tom Oberhofer*

The purpose of this course is to trace the evolution of economic ideas as developed and expounded by Western economists. The attempt will be made to demonstrate the linkage between changing economic ideas and changing sociopolitical conditions. The student will familiarize himself with the teachings of the mercantilists, the physiocrats, Adam Smith, Malthus, Ricardo, Mill, Marx, Marshall, the German and American schools of thought. A text will be used, supplemented by outside readings. Evaluation will be based on a paper and tests. Prerequisites are BEC 281 and 282 or permission of the instructor.

**BEC 488 International Economics** *Staff*

This course presents a consideration of international trade and international finance theory and policy. The balance of international payments, exchange-rate adjustment, the nature of the gains from trade, and U. S. commercial policy are among the principal topics included. There will be one basic text, with additional library reading and written reports. Two tests and a final examination will serve as criteria for evaluation. Prerequisites are BES 251 and 252.

**Courses offered in 1978-79**

BEC 358 Economic Development  
BEC 482 United States Economic History  
BEC 484 Public Finance

**EDUCATION**

**Elementary and Early Childhood Education**

The Elementary Education major requires a minimum of 15 courses in general education, with not less than two courses and not more than four courses earned in each of the five following areas: communication (two-four courses), human adjustment (four courses), biological sciences, physical sciences, and mathematics (two courses), social sciences (two-four courses), humanities and applied arts (four courses). The major also requires seven courses and one winter term of professional preparation. The Elementary and Early Childhood Education major has the same requirements as the Elementary Education major, but requires nine courses and one winter term of professional preparation.

**Secondary Education**

Eckerd College has approved programs for Secondary Education in art, biology, chemistry, drama, English, French, German, history, humanities, mathematics, music, physics, psychology, social sciences, and Spanish. The program includes six courses in professional education and sufficient required courses to qualify for a major in the content area.

**AED 118 [Modes of Learning]  
Early Childhood Education I** *Frank Schorn*

The growth of the young child from infancy to age six will be examined in an attempt to establish links

between biological, familial, and cultural influences on the child and the design of outstanding early educational practices. Students will observe one child with particular attention to individual differences including birth order, sensory stimulation and deprivation, sex, race, and social class in relation to intellectual functioning, socialization patterns, and aptitudes. Evaluation will be based on an anecdotal record and exploration of issues such as design and implementation of early childhood curricula, alternate staffing, and the role of the family.

**AED 119 [Modes of Learning]  
Environments of Learning** *Prof. Richard Bredenberg*

A study of the various formal and informal environments in which learning occurs in order to discern how learners learn and how teachers teach. The environments include: schools--public and private, traditional and innovative; other learning centers--libraries, museums galleries, science centers, places of business, correctional institutions, churches; programs--for the handicapped, the gifted, the average, the child, the adult, the aged. In addition to regular meetings, the class will make six field trips. Students will identify elements of learning theory and appraise the teaching and managerial skills involved in each program in relation to learning theory. Each student will research one program in depth and participate as a para-professional for 40 hours in that program. The text will be **Understanding School Learning** by Michael J. A. Howe. Evaluation will be based upon the quality of the para-professional performance, a journal, and two examinations.

**AED 203 Early Childhood Education II**

*Prof. Molly Ransbury*

Emphasis is given to the development and implementation of plans for an optimum learning environment for three-, four-, and five-year-olds. A complete instructional unit is designed as part of a series of theory-oriented seminars and then operationalized within a licensed early childhood program. Evaluation is based on the effectiveness of the unit design as determined by child-learning outcomes, the creativity of the design unit and the extent to which the unit incorporates a sound theoretical base. Prerequisite: Early Childhood Education I.

**AED/APS 207 Group Dynamics** *Prof. Frank Schorn*

This course is divided into three parts. Part one explores the interpersonal conditions apparent in most task-oriented groups. Part two deals with the utilization of group approaches to facilitate communication, and part three considers the implementation of these techniques within the context of a professional working environment. The course will deal both with theoretical perspectives and will provide for maximum student participation. Required texts will be **Group Dynamics** by Shaw and **Group Processes in the Classroom** by Schmuck. Evaluation will be based on periodical assignments and through a negotiated paper or project. Prerequisite is Introductory Psychology or permission of instructor.

**AED 250 [Directed Study]****Education Experience: Alternative School***Prof. Molly Ransbury*

The purpose of this directed study is to offer the student the opportunity for viewing approaches to the educational process, assessing the concept of man as learner, evaluating the learning process, and refining attitudes toward schooling. Requirements include observing in several alternative schools, and conducting a teaching project in one school. Evaluation is based on a weekly conference with the school director, the professor, and the school staff. A video tape progress report is to be made and presented to a group of students in education for evaluative feed-back.

**AED 322 Methods of Teaching Reading***Prof. Molly Ransbury*

An investigation of the theory of reading if followed by practice in recognizing and diagnosing reading problems. Through a series of seminars and one-to-one experiences with children, the student develops competency in evaluating pre-reading skills; decoding, comprehension reference, and study skills. Evaluation is based on a diagnostic report for one child that employs both informal and formal diagnostic procedures. Prerequisite: admission to the Elementary Education program, or approval of the instructor. First preference will be given to students in the Elementary Education program.

**AED 350 [Directed Study]****Prescriptive Teaching***Prof. Molly Ransbury*

An experience in prescriptive teaching techniques is an integral part of the structure of overall teaching competency. This directed study offers a mechanism through which the student may enhance skills. A child is selected based on teacher referrals, is observed in many different environments, and an assessment of problem areas and strengths is conducted. Learning sequences are then prescribed for the actual classroom setting. Evaluation is based on the successful implementation of prescriptive techniques, as demonstrated through video tape, teacher feed-back, and pupil growth.

**AED 351 [Directed Study]****British Innovative Education***Prof. Molly Ransbury*

Since the publication in 1960 of A.S. Neill's **Summerhill: A Radical Approach to Child Rearing**, Americans have become extremely interested in British education. The British pre-school playgroup, middle school, infant school and open university have emerged as primary models for American educational innovation. The purpose of this course is to provide a structure for the study of British education. Evaluation will be based on two papers: a three to five page background research document demonstrating familiarity with British education; and one concentrating on a particular segment of British education, which will describe current trends and issues, compare the topic under study to a selected norm, evaluate the results, and present an annotated bibliography.

**AED 401 Elementary Education Methods I***Prof. Frank Schorn*

This course includes an investigation of both the theory and practical application of methodologies of academic instruction. Through a series of seminars, individual conferences, observations, and one-to-one experiences with children, the student will explore, plan, and evaluate approaches to communication as a teacher. Evaluation will be based on the student's oral presentation of constructive suggestions for improving educational methodology, as well as on a tutoring journal.

**AED 421 Psychology for Education** *Prof. Frank Schorn*

This is a study of the psychological foundations of education with emphasis upon those which have application for the classroom teacher. The course is interrelated with experiences of student teachers and is a requirement of candidates for elementary and secondary education certificates. The course is open to others by permission of the instructor.

**AED 422, 423, 424 Professional Elementary Education***Prof. Frank Schorn and Prof. Molly Ransbury*

The professional semester for Elementary Education interns includes participation in all phases of the operation of an elementary school. Interns practice their teaching skills at both the primary and intermediate grade levels within each of three methods of classroom organization: open space, self-contained, and team-teaching. The intern also spends time in direct study with the school principal, social worker, guidance counselor, learning resources director, language arts specialist, and art, music, and physical education teachers. Prerequisites: admission to the Teacher Education program and the successful completion of all courses for Elementary Education certification except AVS 484.

**AED 431 Pre-Internship***Prof. Frank Schorn*

This is an experience-oriented course conducted primarily in the public secondary schools. Each student will be assigned to work with a public school teacher for ten hours per week for one semester. Activities may include assisting in individualized instruction, tutoring small groups, teaching micro-lessons. Evaluation will be based on written self-appraisal as a candidate for the teaching profession, a written evaluation by the public school directing teacher, and an observation of the student's teaching by the professor. The prerequisite is admission to the Teacher Education program.

**AED 435, 436, 437 ED Professional Education***Prof. Richard Bredenberg*

The first four-and-a-half weeks of the semester include a variety of experiences to equip students with skills for classroom teaching. The curriculum strives for student competency in the use of audio-visual materials, applications of learning theory to the classroom, special methods of teaching, knowledge of the operation of

the public schools, and recent innovations in education, followed by nine weeks of student teaching during which the student teacher assumes full teaching responsibility. Prerequisites are Psychology for non-majors, Preprofessional Experiences I and II or Pre-internship, and formal admission to the Teacher Education program.

## ENVIRONMENTAL STUDIES

Students may plan programs which will fit their individual needs under the guidance and approval of a faculty supervisory committee. Several courses are particularly pertinent to the environmental sciences and are strongly recommended. These include Organismic Biology I, Ecology, Advanced Topics in Ecology, Concepts in Chemistry I and II, Pre-calculus Skills, Computer Algorithms and Programming, Statistics, Social Psychology and Cultural Anthropology. For either a B.A. or B.S., students will ordinarily be expected to do a Senior thesis concerning some aspect of the local environment. Additional supporting courses in the natural and/or behavioral sciences will be recommended depending upon the specific direction a student wishes to take.

## FRENCH / FRENCH AREA STUDIES

For a major in French, eight courses beyond elementary French are required, and students may choose from among the following offerings: Intermediate French I and II, Introduction to French Literature I and II, Advanced Conversational French, Advanced Composition and Grammar, Survey of French Literature to 1600, The Classical Theatre, Eighteenth Century French Literature, Nineteenth Century French Literature, Twentieth Century French Literature and French Area Studies. Supporting work in other areas is advisable. Study abroad during the Junior year in Avignon at the Institute for American Universities (with which Eckerd is affiliated) is strongly recommended. In addition, a concentration in French Area Studies may be planned with the appropriate faculty member.

### CFR 110 [Modes of Learning]

### CFR 102 Elementary French Through Film

Prof. Henry Genz

Through the extensive use of films, this course is designed to give the student a basic facility in four skills: listening comprehension, speaking, reading, and writing. In addition to regular class sessions, there will be listening and speaking practice in the laboratory. Films which are integrated with the textbook will be used throughout the course. Attention will also be given to methods and techniques used in language learning. Textbook: *Je Parle Francais* by Rosselot, Brown, Maes and Wilcocki (second edition). Evaluation will be based on bi-weekly tests, final examination, class participation. No prerequisites for CFR 110; prerequisite for CFR 102 is CFR 110 or equivalent.

### CFR 105 Reading French: A Direct Approach

Prof. Henry Genz

This course is for the student with little or no previous study of French who would like to acquire a basic read-

ing knowledge in a short period of time and will involve a study of vocabulary, idioms, grammar, and extensive practice in translating from French to English. Each student will undertake a reading project of his choice. Translation from French to English of research articles in the student's major field is especially encouraged. Text: Palmeri and Milligan, **French for Reading Knowledge**. Requirement: open to students who have had no more than one year of college French.

### CFR 201/202 Intermediate French Prof. Henry Genz

Reading of short stories, essays, novel excerpts, by outstanding writers; grammar review; lab practice; films; emphasis on the simultaneous development of the four language skills: speaking, oral comprehension, reading, and writing. Reading list: French Prose: **An Intermediate Reader** by Galpin and Milligan. **Intermediate Conversational French**, Third Edition, by Harris & Leveque with accompanying lab manual. Work to be submitted for evaluation: bi-weekly tests, final exams, outside project. Prerequisite: for CFR 201, two courses of College French or two years of high school French; CFR 201 or equivalent is a prerequisite for CFR 202.

### LFR 301 Introduction to French Literature I

Prof. Rejane Genz

The main purpose of this course is to further the students' knowledge of the language through literature. Therefore, no attempt is made to offer a survey of literature, and most of the plays and novels are by contemporary writers: Gide, Mauriac, Camus, Saint-Exupery, Ionesco, etc. Class meetings consist entirely of discussions, and participation is an important factor in evaluation. Evaluation will be based on a journal, class participation, and a final examination. Prerequisite: third year level of proficiency in French, irrespective of class standing.

### LFR 302 Introduction to French Literature II

Prof. Rejane Genz

The main purpose of this course is to further the students' knowledge of the language through literature. Therefore, no attempt is made to offer a survey of literature, and most of the plays and novels are by contemporary writers: Gide, Mauriac, Camus, Saint-Exupery, Ionesco, etc. Class meetings consist entirely of discussions, and participation is an important factor in evaluation. Evaluation will be based on a journal, class participation, and a final examination. Prerequisite: third year level of proficiency in French, irrespective of class standing.

### CFR 402 Survey of French Literature to 1600

Prof. Henry Genz

A study of representative medieval and Renaissance works including **La Chanson de Roland**, **Le Roman de la rose**, the poetry of Villon, Du Bellay and Ronsard, **Gargantua** and **Pantagruel**, and selected essays of Montaigne. Evaluation will be based on oral reports, term paper and final exam. This course is taught in French. Prerequisite: completion of at least one third-year level college French course.

**LFR/LLI 405 Twentieth Century French Literature**  
*Prof. Rejane Genz*

In this course we will study the works of several great contemporary French poets, playwrights and novelists, including Valery, Proust, Gide, Claudel, Mauriac, Colette, Camus. Discussions are conducted entirely in French, and the course is designed to further the students' knowledge of the language as well as their appreciation of literature. Evaluation will be based on class participation and a journal. Prerequisites: completion of a third year level French course is usually required. However, all students (including Freshmen) with an adequate reading knowledge of French are eligible. Competency can best be determined by an interview with the professor.

**Courses offered in 1978-79**

CFR 303 Advanced Grammar and Composition  
LFR 304 Advanced Conversational French  
CFR 401 Classical Theatre  
CFR 403 French Literature of the Eighteenth Century

**GEOGRAPHY**

**CGE 290 Independent Study  
Geography** *Prof. Dudley DeGroot*

This course is designed to introduce the student to the basic concepts, theories and substantive material of the field of modern geography. The relationship between material environment and man's culture systems will be examined. **Introduction to Geography** by Murphy will be utilized as the basic text, along with a number of maps. Evaluation will be based upon completion of a series of exercises, required map work and periodic oral discussions of the material with the sponsoring professor.

**CGE 390 Independent Study  
World Regional Geography** *Prof. Dudley DeGroot*

This course is designed to study the relationship of the activities of man to his natural environment on a world wide basis. The relationship between such geographic variables as soils, land forms, climate, vegetables and minerals, and the cultural systems of different areas of the world will be explored. **Regional Geography of the World** edited by Wheeler, Kostbade, and Thomas will be the basic text. Evaluation will be based upon completion of a series of short "problem papers", periodic discussions with the sponsoring professor, and a final oral examination.

**GERMAN/GERMANIC AREA STUDIES**

A student who wishes to major in German language and literature must complete eight courses in that subject beyond elementary German; one of these courses should be German Area Studies. The student must also complete a reading list of major German authors or works not covered by course offerings. Study abroad in the Junior year is strongly recommended. In addition, a concentration in Germanic Area Studies may be planned with the appropriate faculty member.

**CGR 110 [Modes of Learning]  
CGR 102 Elementary German I, II** *Prof. Mary Paidosh*

This is an elementary German language course using Lohnes & Strothmann's **German, A Structural Approach**. The instructor introduces grammar and vocabulary in situations which are then reinforced by videotaped films. Patterns and grammatical analysis in the course should enable the student to use the language in a German-speaking country and to pursue more advanced study of the language and literature. Evaluation is based on regular attendance, quizzes, oral and written reports in German. Prerequisite for CGR 110, none; prerequisite for CGR 102 is CGR 110 or the equivalent.

**CGR 105 Reading German** *Prof. Kenneth Keeton*

A complete basic course in German grammar and translation designed for the student who needs a reading knowledge of the language. Evaluation is based on weekly quizzes and a final exam. Text: **Complete German Course** by L. J. Russon. This course cannot be used as a prerequisite for CGR 102.

**CGR 150/151 [Directed Study]  
Programmed Elementary German** *Prof. Kenneth Keeton*

A programmed course which allows the good student (good in the sense of language aptitude) to move at his own pace. Content involves both grammar and speech. Text and tapes: **Programmed German**, edited by K. Keeton. Work to be submitted for evaluation: weekly quizzes; final oral and written exam.

**CGR 201/202 Intermediate German Through Film III, IV** *Prof. Kenneth Keeton*

This program consists of 26 filmed episodes. It provides the basis for a structural study of the language and continued development of basic skills through the active use of German in class discussion. The films, which were produced in Germany, offer a valuable introduction to German culture and life-styles, in addition to native language models. Evaluation is based on regular class participation, oral and written assignments, and quizzes. Prerequisites: CGR 110/102 or the equivalent for CGR 201; CGR 201 for CGR 202.

**CGR 301 Introduction to German Literature** *Prof. Kenneth Keeton*

The course will introduce the student to three Nobel prize winners: Thomas Mann, Hermann Hesse, and Heinrich Boll. Selected short works by each of these writers will be read and discussed in German to gain insight into pre- and post-World War II literature. Evaluation is based on class participation in discussion, written and oral reports, and an in-depth study of one of the authors. Prerequisites: CGR 202 or equivalent.

**CGR 304 Contemporary German Literature**

Prof. Kenneth Keeton

The course will introduce the student to three Nobel prize winners: Thomas Mann, Hermann Hesse, and Heinrich Böll. Selected short works by each of these writers will be read and discussed in German to gain insight into pre- and post-World War II literature. Evaluation is based on class participation in discussion, written and oral reports, and an in-depth study of one of the authors. Prerequisites: CCR 202 or equivalent.

**CGR 350 [Directed Study]****German Phonetics**

Prof. Kenneth Keeton

This is directed study through text and tapes by native speakers. Students learn phonetic alphabet, speech patterning, and inflection of High German through written and oral example. The final exam consists of both oral and written transcription from Roman script to phonetics and from phonetic to Roman. This course is required of future teachers of German. W. Kuhlmann, **German Pronunciation**, translated and edited by D. Nichols and K. Keeton, will be the text.

**CGR/CLI 351 [Directed Study]****Life and Works of Franz Kafka**

Prof. Kenneth Keeton

This directed study includes the major short stories, the three novels, and the two volumes of diaries of Franz Kafka. Additional reading includes biographical material and selective critical readings. The course may be taken in either German or English. Weekly discussions are recommended though the syllabus contains assignments that may be submitted in writing. These weekly assignments plus a major term paper determine the grade. There are no prerequisites for English; German students should have advanced standing.

**Courses offered in 1978-79**

CGR 401/402 The Novel from Goethe to the Present

CGR 403/404 Drama from Lessing to the Present

**GREEK**

Please see CLASSICS

**HEBREW****CHE 101/102 Introduction to Modern Hebrew**

Rabbi Morris Chapman

This is an introductory course in conversation, reading, composition, and grammar. All lessons are designed to give students growing skills in comprehending written and oral Hebrew. Criteria for evaluation include class participation, written assignments, and oral expression. Texts: Blumberg and Lewittes, **Modern Hebrew**, Book I; M. Ron, **Shah-ahr L'Ivrit**, Book I.

**CHE 201/202 Intermediate Modern Hebrew**

Rabbi Morris Chapman

A more intensive approach to conversational Hebrew and an appreciation of Jewish concepts. Special atten-

tion will be given to individual needs. Criteria for evaluation include class participation, written assignments and oral expression. Texts: Blumberg and Lewittes, **Modern Hebrew**, Book II; M. Ron, **Shah-ahr L'Ivrit**, Book II. Prerequisite: CHE 102 or permission of instructor.

**CHE 301/302 Advanced Modern Hebrew**

Rabbi Morris Chapman

An in-depth study of the fine points of Hebrew grammar and idiomatic oral expression. Emphasis will be placed on the individual's special area of interest. Criteria for evaluation include class participation, written assignments and oral expression. Texts: Blumberg and Lewittes, **Select Readings in Hebrew Literature**; M. Ron, **Shah-ahr L'Ivrit**, Book III. Prerequisite: CHE 202 or permission of the instructor.

**HISPANIC AREA STUDIES**

Please see SPANISH

**HISTORY**

The requirements for a major in history are competence in United States history, European history, and one additional field of history, to be determined by written comprehensive examination in the Senior year. The level of competence in each field is the equivalent of three courses in the field. In addition, students will be required to demonstrate competence in historiographical skills and knowledge, to be determined by oral examination.

**LHI 112 [Modes of Learning]****Problems in American Civilization**

Prof. William McKee

This course will examine several historical developments that have been important in shaping contemporary American civilization: Puritanism and the American character, racism from plantation to ghetto, immigration and the myth of the melting pot, feminism and the myth of the American woman, imperialism and the mission of America, capitalism and the welfare state, and the American dream and the future. As a modes of learning course, it will develop the skills of analysis, criticism, and evaluation involved in historical explanation and the application of historical knowledge to current problems. Readings will be from both primary and secondary historical sources, and will include controversial interpretations. Criteria for evaluation will include participation in discussion, student reports, brief papers, and a research paper.

**CHI 113 [Modes of Learning]****Revolutions in the Modern World**

Prof. William Parsons

Students will examine revolution in the modern world from three perspectives: revolution as an idiographic phenomenon with an in-depth examination of the French and Russian Revolutions; revolution as a comparative study, based on Brinton's **Anatomy of Revolution**; and revolutionary leadership, with particular emphasis on Mao Tse-Tung's role in the Chinese revolution.

tion. Students will write three short papers (two-three pages) analyzing and evaluating the assigned readings and topics, and they will write one medium length research paper (eight-twelve pages) on a revolution, or some aspect of revolution not dealt with by the entire class. In addition to the above papers, evaluation will be based on participation in discussion and two hour exams.

**CHI 142 Europe in Transition: 1492-1815**

*Prof. William Parsons*

The French Revolution and the Industrial Revolution changed dramatically European civilization, and the future course of world history. This course will examine this dual revolution, and its roots in the transition from the medieval world to the modern age with particular emphasis on the Age of Exploration and Expansion of Europe, the Protestant Reformation, and the Scientific and Intellectual Revolutions of the Enlightenment. Criteria for evaluation will include class participation, short papers, and two hour exams.

**LHI 142 The Foundations of Contemporary Europe,**

**1815-1945**

*Prof. William Wilbur*

This course focuses on European nationalism and liberalism, the industrial revolution, the rise of mass democracy, modern political parties, Marxism and class conflict, the nature of the "new" imperialism, World War I and its consequences, the Russian Revolution, the depression, and the rise of totalitarian dictatorships. Intellectual developments such as Romanticism, Social Darwinism, existentialism, and Freudian psychology are examined in their historical context and evaluated for their impact on Western society. Basic reading from a selected text, with emphasis on using selected source materials, novels, plays, films, and recordings. Evaluation will be based on quality of participation in class discussions, imaginative use of written and audio-visual materials in oral and written reports, mid-semester test and a final examination. Note: this course is one of a series of three, the other two being Europe in Formation: Medieval and Renaissance and Europe in Transition: 1492-1815.

**LHI 147 Medieval and Renaissance History: 325 to**

**Middle Sixteenth Century**

*Prof. Burr Brundage*

This course surveys European history from the breakup of the Roman Empire in the West to the middle of the Sixteenth century. The text to be used is Norman Cantor's **Medieval History** which synthesizes the complicated history of the period and gives an overall view. However, so that a sense of the concrete will be maintained by the student, one history of a specific country will also be used, Gabriel Jackson's **The Making of Medieval Spain**. Other paperbacks will also be assigned. There will be a term paper (approximately 25 pages) and two examinations.

**LHI 223 United States History**

**LHI 253 [Directed Study]**

*Prof. William McKee*

In this survey of the historical development of the United States from the colonial period to the mid-twentieth century, emphasis is placed on social,

economic, and political developments which have been significant in shaping American society. Four topics will be studied in detail, the American Revolution, slavery, the Reconstruction of the South, and the New Deal. Criteria for evaluation will include participation in discussion, several short papers, and mid-term examination and a final examination.

**LHI 232 The Latin-American Nations from Independ-**

**ence to the Present in the Persons of their  
Great Men**

*Prof. Burr Brundage*

This course is not a general survey but is an attempt to understand our neighbors to the south in terms of their leadership. In dealing with the Independence period we stress the role of the intellectual precursors and in particular that of Simon Bolivar; in the middle period we study the rise and dominance of the **caudillo**; for the present we study such men as Vargas, Cardenas, Peron and Castro. A decent knowledge of the map of Latin America will also be assumed. On the final examination the student will be tested on the important facts of the above histories as well as on aspects of **personalismo** and **caudillismo**. He will also be asked to draw maps. Spanish is not required.

**CHI 241 The Rise of Russia**

*Prof. William Parsons*

This course will examine the evolution of the Russian state and society from the origins of the Kievan state in the ninth century to 1801. Emphasis will be placed on the importance of external factors (Byzantium, the Mongol Invasion, conflicts with Germans, Poles, and Swedes, and the influence of the West) on the development of a uniquely Russian civilization. The basic reading for this course is Riasanovsky, **A History of Russia**. In addition, selected primary sources, monographs, essays, and films will be used. A special effort will be made to examine the ways in which Russian and Soviet historians have interpreted their own past experience. Students will be evaluated on the basis of participation in class discussion, several short oral and written reports, and a final exam.

**LHI 241 History of Modern Britain Since 1714**

**LHI 251 [Directed Study]**

*Prof. William Wilbur*

This course traces the development of modern Britain from the accession of the first Hanoverian King, George I, to contemporary times. During this period Britain spawned the Industrial Revolution, became the world's largest empire, developed the cabinet system of government, transformed its own society from an agrarian oligarchy to an industrial democracy, became a welfare state, and finally lost its imperial power. Assigned readings will be drawn from a basic text, source collections, and essays in historical interpretation. Evaluation will be based on the quality of participation in class discussions, short papers, a mid-term and final examination. Prerequisite: LHI 250 or permission of the instructor.

**CHI 242 Modern Russia and the Soviet Union**  
Prof. William Parsons

Russia in the nineteenth and twentieth centuries will be the subject matter for this course. Special consideration will be given to the following topics: Imperial Russia in the nineteenth century; the Russian revolutionary tradition; continuity and change in Russian and Soviet history; the Soviet Union as a totalitarian society; and the Soviet Union as a world power. Criteria for evaluation will include participation in discussion, several short papers, and a final exam.

**LHI 247 History of England to 1714**  
**LHI 250 [Directed Study]** Prof. William Wilbur

The history of England from the Roman occupation to the accession of George I is a rich and fascinating story and one which has unusual significance for Americans. This course opens with some consideration of the nature of the sources for English history and then deals with such main themes as the gradual unification of England after the collapse of Roman rule, the Norman Conquest and feudalism, the growth of the common law, the rise of Parliament, the Tudor revolution in government, the Anglican Reformation, the revolutions in the 17th century, and the triumph of parliamentary oligarchy. Assigned readings will be drawn from a basic text, source collections, and essays in historical interpretation. Evaluation will be based on the quality of participation in class discussions, short papers, a mid-term and a final examination.

**CHI 250 [Directed Study]**  
**Japanese Cultural History** Prof. Gilbert Johnston

This is a general introduction to Japanese culture using an historical approach and going into considerably more detail than is possible in East Asian Area Studies. Different aspects of the culture, including art, religion, literature, dominant values, and political structures, will be included. The course has the two-fold purpose of helping one come to an understanding of Japan and the Japanese as they are today and, at the same time, foster appreciation for unique values and cultural patterns of the past. Extensive bibliographical suggestions are provided with the course outline. The course is designed to be done on a semester basis and involves a series of brief bi-weekly papers and a longer paper or examination at the end. CAS 282 is recommended as a prerequisite.

**LHI 252 [Directed Study]**  
**History of London** Prof. William Wilbur

This is a course in urban history designed primarily for students in residence at the London Study Center. It focuses on London as the first truly modern city and offers the student insights into problems of urban history. Evaluation is based on the quality of a journal annotating visits to historical sites and museums, and observations of London life; and a documented research paper focusing on some approved topic on London history and utilizing wherever possible maps, plans, architectural drawings and primary sources available at the Guildhall Library.

**LHI 281 History of Canada Since the French Settlement**  
Prof. William Wilbur

This course explores the process by which Canada has developed from a few scattered colonies into an independent nation based upon two predominant linguistic and cultural groups, French and English. Canadian history reveals fundamental differences from the American experience and these will be examined by focusing on the principal political, economic, social, religious and cultural forces which have shaped Canadian society. Class discussions will focus on readings from a basic textbook, selected source materials, and one or more novels. Films and other audio-visual materials will also be utilized. Evaluation is based on the quality of class discussion, oral and written reports, and a final examination.

**LHI 345 American Social and Intellectual History I**  
Prof. William McKee

This course will examine the history of American thought, culture, and social institutions from the colonial period until 1865. The thought of Puritanism, the Enlightenment, and nineteenth century democracy will be studied in depth. Special attention will be paid to slavery and racism as contradictions to the prevailing democratic culture, and both pro-slavery and anti-slavery literature will be studied. This is an advanced level course in American history, and some previous college work in American history will be assumed.

**LHI 348 The New Deal** Prof. William McKee

This is a seminar course on the era of the New Deal. Taking a broad look at America during the decade of the 1930's, it will attempt to assess the impact of the depression on American life and the contributions of the New Deal. It will examine the thesis that the depression marked a major watershed in recent American history, and that the New Deal established the basis for the contemporary democratic consensus and the outlines of a liberal capitalist welfare state. Criteria for evaluation will include participation in discussion, brief papers based on the common reading, and a major research paper or project. Not open to Freshmen.

**LHI 349 History and Appreciation of Modern Painting**  
Prof. Burr Brundage

This semester course covers the period in European painting from Manet through World War II. The purposes of the course are to provide the student with a knowledge of the progress and fluctuations in the painting of the period and the relationships of this art with the larger events of the period; a knowledge of the various schools and institutional groupings of artists; an ability to analyze and appreciate a painting; familiarity with the lives and personalities of the painters; and finally, the opportunity to be enchanted. Freshmen and Sophomores may be admitted with the consent of the instructor.

**LHI 350 [Directed Study]****History of the British Empire-Commonwealth Since 1783***Prof. William Wilbur*

This course focuses on the "second" British Empire, the period since the loss of the British North American colonies in 1783, and aims to give some understanding of the causes, nature, and consequences of British imperial expansion in the nineteenth century and the reasons for the collapse of British power in the twentieth century. Evaluation will be based primarily upon four or five short written and oral research reports, plus a term paper on a problem selected by the student. A college course in modern European or British history is a prerequisite.

**LHI 351 [Directed Study]****The Industrial Revolution in America***Prof. William McKee*

The purpose of this course will be to examine the impact of the industrial revolution upon American life during the last three decades of the nineteenth century. It will examine the processes of industrial, economic, and social change which produced a transformation of American society during this period, and the reactions of Americans to these changes. Work to be submitted for evaluation will include at least eight papers based upon readings. This is an advanced history course and some previous work in American history is a prerequisite.

**LHI 352 [Directed Study]****The Progressive Movement***Prof. William McKee*

This course deals with the Progressive Movement--one of the great movements for reform in American history. Required readings will examine the following: the nature of progressivism as a political movement, presidential leadership in the Progressive Era, progressivism and the reform of society, and intellectual developments in the Progressive Era. Approximately ten books will be required. This is an advanced history course and previous work in American history or political science is required.

**LHI 383 Arnold Toynbee, Historian and Prophet***Prof. Burr Brundage*

This course is an investigation into the historical ideas advanced by Toynbee and into the great range of his learning. It investigates also the concept of world history, which was his forte, and it asks the student to discover the validity underlying such a project. The books used will be the two-volume condensation of Toynbee's *Study of History* and *Mankind and Mother Earth*. The course will be a mixture of lecture and class discussion. Two papers will be written.

**LHI 446 American Social and Intellectual History II***Prof. William McKee*

This course will examine the history of American thought, culture, and social institutions from 1865 to the present. Emphasis will be placed upon the impact of Darwinism and industrialism on American thought, the Progressive Movement, and the crisis of liberal

democracy in the twentieth century. Criteria for evaluation will include two hour tests, a term paper, and a final examination. This is an advanced level course in American history, and some previous college work in American history will be assumed.

**Courses offered in 1978-79****CHI 243 Cultural History of Russia****LHI 322 The United States as a World Power****HUMANISTIC PSYCHOLOGY**

A concentration in humanistic psychology is offered through the Creative Arts Collegium. It requires Introduction to Psychology, Statistics, Humanistic Psychology and five additional courses in psychology. Also required are at least eight courses in supporting areas such as education, leisure and recreation, community studies, theatre, arts, music and philosophy. A committee of three faculty, chosen by the student and the Mentor, outline the program of study. In the Senior year, comprehensive examinations, Senior project or thesis is required.

**HUMANITIES**

A student may graduate from Eckerd College with a humanities major by taking (1) Western Civilization, and either Human Nature or Western Myths; (2) five courses in literature, including one literary studies, two courses in a geographical area (e.g., American, British), and one literary genre course; and (3) five additional courses related by some principle of area, topic, or period to the work in literature. This program must be approved during the Junior year by a three person faculty committee representing the disciplines involved in (2) and (3) above.

**JAPANESE****CJA 150/151 [Directed Study]****Beginning Japanese I, II***Prof. Gilbert Johnston*

This course makes use of taped dialogues and drills to guide the beginning student through imitation of native speakers. Memorization of typical sentence patterns and brief dialogues will be supplemented by weekly drill and testing sessions. The text is Jorden, Eleanor H. *Beginning Japanese, Parts 1 and 2*. Evaluation will be based on progress made in the seven scheduled conferences; and there will be two exams, oral and written.

**LATIN**

Please see CLASSICS

**LATIN AMERICAN AREA STUDIES**

Please see SPANISH

## LEISURE AND RECREATION

With a strong emphasis on people rather than things, the Leisure and Recreation Studies concentration is a break from the traditional recreation major, offering a humanistic and relevant program of study that is consistent with Eckerds liberal arts philosophy. Students are required to take Leisure and Recreation Exploration, Concepts of Leisure, Recreation Projects, Leisure and Recreation Programming and Leadership, a Senior internship, Introduction to Psychology, American Community and additional courses from a list of strongly recommended electives.

### ALR 111 [Modes of Learning] Leisure Services in Community Organization

Designed as a survey experience, this course introduces the student to many different kinds of leisure service programs found in American communities. These include recreation for the aging, the handicapped, colleges, municipalities, hospital recreation and other recreation programs offered by voluntary and social service organizations. The course focuses on four main areas: a literary study of the philosophy, purpose and need for recreation; an investigation of the different classifications of leisure services in our community; observation of a broad variety of these services, and actual assistance to and participation in some of these programs. This study not only gives the students a clearer understanding of leisure and leisure services, but serves as a screening device whereby they may determine if they wish to pursue the Leisure/Recreation Studies Concentration. Texts will be **Leisure Services**, 5th edition by Sessoms, Meyers, and Brighthill. Evaluation will be based on class participation, community experience, participation, journal, readings, project paper and final examination.

### ALR 210 Leisure Services Concepts

The general objective of the course is to give students an exposure to and analysis of the total field of Leisure Services. Areas to be studied are the history, scope, organization, sociology, psychology, philosophy, economics and future of leisure and recreation. The course addresses itself directly to recreation as a form of community service. Texts will be **Recreation and Leisure in Modern Society** by Kraus. Evaluation will be based on reports, projects, readings, unit examinations and project paper. Prerequisite is ALR 111.

### ALR 250 [Directed Study] Leisure Services Concepts

This course provides the student with a basic understanding and appreciation of the values and attitudes toward leisure and recreation. It gives the student a broad introduction to the fields of leisure and recreation placing emphasis on such varied topics as the work ethic, leisure defined, play theories, organized recreation and social forces affecting leisure and recreation today. It is intended to help the student develop and put into operation his own concept of leisure and recreation. Texts will be **Recreation and Leisure in Modern Society** by Kraus. Evaluation will be based on reports, projects, readings, unit examinations and term paper. Prerequisite is ALR 111.

### ALR 370 Leisure Services' Programming and Leadership

In this course students will study Leisure Services programming principles, planning objectives, purposes and types of activities and program evaluation. Equal importance will be placed on the dynamics of recreation leadership, principles and practices of leadership in the Leisure Services and techniques and methods of leading recreational activities. The text will be **Creative Leadership in Recreation** by Danford, revised by Shirley. Evaluation will be based on reports, program planning, leadership skills, examination, leadership projects. Prerequisite is ALR 111.

### ALR 371 Leisure Services for Special Populations I

This course is designed to provide apprenticeship opportunities for students who wish to gain practical, on the job experiences in carefully selected recreational agencies that deliver special types of recreation programs especially for minority groups such as the aging, handicapped, disadvantaged, and the ill and/or hospitalized. During the course the students will engage in detail study of the minority group with which they wish to work, conduct an indepth survey of the St. Petersburg agencies that provide leisure services for that minority, and actually participate as an apprentice in at least two of these agencies. Text will be **Recreation for Special Populations** by Stein and Sessoms. Other appropriate texts will be chosen according to the group to be studied. Evaluation will be based on written and oral reports, supervisors' evaluations, a journal, conducting special events and case studies. Prerequisite is ALR 111.

### ALR 372 Leisure Services for Special Populations II

This is the companion course to Leisure Services for Special Populations I. Students choosing this course will study and work with one of the minority groups not studied in the previous course. The course outline is identical.

### ALR 373 Administration of Leisure Services

This course is designed to provide the students with a clear analysis of administrative techniques and practices which pertain to Leisure and Recreational Services. It includes background information on the scope of leisure and recreation in modern life and an overview of the administrative process in Leisure Services. Important units include structure and legal basis of recreation programs, personnel management, budgeting, facilities planning and public relations. The course couples modern theory related to administrative goals and methodology with realistic information about the role of the recreation administrator. The text will be **Public Administration of Recreation Services** by Shivers. Evaluation will be based on course projects, interviews, readings, examinations and term paper. Prerequisites are ALR 111 plus one other ALR course.

### ALR 475/476 Leisure Service Internship

This course is for Junior and Senior Leisure Services majors. It gives them the opportunity to work as interns in one of the many St. Petersburg agencies. The student

chooses the project that most nearly suits his future career plans. Some of the Intern Projects are geriatric, recreation for the handicapped, municipal recreation, hospital recreation. Weekly on-campus seminars are held to discuss experience and assignments. The text that the student uses depends on the group he interns with. Evaluation will be based on supervisor's evaluation, journal, case studies, reports and final examination. Prerequisites are all other ALR courses.

ALR 210 Leisure Services Concepts (offered in 1978-79)

## LITERATURE

Students majoring in literature must take a minimum of eight literature courses. They will work out their schedules with their Mentors, according to individual needs. Literature majors must successfully pass a Senior comprehensive examination, covering in survey fashion English and American literature plus some methodological application. In certain cases, students who have established their proficiency in literature may be invited to write a Senior thesis on a subject of their choice, in place of the comprehensive examination.

**ALI 110 [Modes of Learning]**

Literary Studies

Prof. Richard Mathews

This is an introduction to the various literary genres with concentration on literary modes of learning. We will examine novels, an anthology of poetry, and a book of short stories. The class will approach these works stylistically as well as thematically. Consideration will be given to the medium of the printed word and the visual structures of literature, including some concrete poetry and experimental contemporary works. Texts will be announced. Evaluation will be based on class participation and three analytical papers (each on a different genre).

**ALI 111 [Modes of Learning]**

Literary Studies

Prof. Peter Meinke

This is an introduction to the various literary genres with concentrations on certain novels, e.g., Gide's **The Counterfeiters**, Kafka's **The Castle**, an anthology of poetry, and a book of short stories. The class will approach these works stylistically as well as thematically. Students will be evaluated on the basis of class participation and three analytical papers (each on a different genre).

**LLI 112 [Modes of Learning]**

Literary Studies

Prof. James Matthews

In this course students will be introduced to the various forms of imaginative writing by focusing entirely on the literature of Ireland. Dramatic writing includes Synge, O'Casey and Behan. In fiction we will read novels by O'Flaherty and Moore, short stories by O'Connor, O'Faolain and Lavin. And from Irish poetry there will be examples from the ancient sagas to the poetry of the present civil war. Evaluation will be based on a set of six short papers and a final exam. A belief in leprechauns is not a prerequisite but a little magic would help.

**LLI 232 Linguistics**

Prof. Howard Carter

This course will offer an introduction to linguistics, taken in the widest sense. We will study descriptive linguistics (phonology, syntax, semantics), change in language, uses of language, philosophical and psychological aspects, current theories of language, and so on. We will be interested in the uses and arts of words and in the philosophical problems of knowledge and validity in word usage. This course should be useful to future teachers of language, whether English or foreign, students of literature, philosophy, communications, anthropology, and similar fields. Texts: Lehmann's **Descriptive Linguistics** and Civikly's **Messages**. Requirements: a mid-term, a final exam and a term paper. Limit: 35.

**LLI 236/237 History of Drama** Prof. Julianne Emprie

Between the idea and the act falls the drama. Itself a literary art, it is at the same time reservoir for the art of theatre, from and for which it was born. The intention of the course is to offer an overview of the major movements in the history of Western drama from the Greeks to our contemporaries, and, through intensive study of individual plays representative of each period, to provide the student with specific examples, as well as opportunities for creative discovery and analysis. The first unit of the course will offer a chronological surveying of the major dramatic forms to the eighteenth century. The second unit will sample the pre-moderns, then concentrate upon the breadth of modern and avant garde drama. Evaluation will be based on in-class discussion, short papers and creative projects, and a final synthesis, either paper or examination. Two semester course. Either semester may be taken independently of the other.

**LLI 238 English Literature: Middle Ages to Eighteenth Century** Prof. James Matthews

This is a general survey of British literature from Beowulf to Blake, with emphasis both on historical traditions and outstanding individual artists. Readings from **The Oxford Anthology of English Literature**, Vol. 1, will provide the material for class discussion and writing. A series of short papers (for class sharing), a mid-term and a final exam will constitute the basis of evaluation.

**ALI 250 [Directed Study]**

Children's Literature

Prof. Peter Meinke

This course is designed to introduce students to the best of children's literature in the various genres. It is divided into seven sections: Nursery Rhymes, Fairy Tales, Folk Tales and Mythology, Picture Books, Fantasy, Poetry, and Fiction. Students may concentrate in one or two areas, but must do some reading in all seven. The course will be evaluated on the quality of a journal kept by the student on his or her reading, plus a project which may be either creative (for example, writing a children's story) or scholarly (for example, an essay on the history of nursery rhymes).

**ALI 251 Comics***Prof. Richard Mathews*

This is an exploration of the history, cultural influence, and literary/artistic techniques of the comic strip. Students are to begin a study of the history of the form, based on required texts, then explore two areas of their own choosing in greater depth. Some emphasis is placed upon the relationship between visual and verbal impact. The required texts are *Comix* by Les Daniels; *The Penguin Book of Comics* by George Perry; *The Steranko History of Comics*; and others. Evaluation will be based on one ten-page paper summarizing the development and importance of comics in cultural and literary terms plus two papers or projects investigating areas of particular interest to the student.

**ALI 252 English Fantasy Literature***Prof. Richard Mathews*

This is a survey of major writers in English fantasy and science fiction literature. The course begins with a reading of one novel by William Morris as an introduction to the fantasy genre, and a novel by H. G. Wells to introduce science fiction. Students will then select additional reading from a recommended bibliography. The texts will be selected from a bibliography of nineteenth and twentieth century works. Evaluation will be based on ten letters critically examining key issues in the books plus a project of the student's choice.

**LLI 250 [Directed Study]****Shakespeare: The Forms of his Art***Prof. Julianne Empiric*

This course is an introduction to Shakespeare through a sampling of each of his genres: poetry, comedy, tragedy, history, romance. The focus is dual: to develop a capacity to appreciate and evaluate Shakespeare's writings, and to enable the student to sense characteristic distinctions among the genres. Readings will be chosen by the student: eight plays from Shakespeare's major "periods" and any two others. Critical readings should supplement primary material, and the Signet or Arden editions are recommended. Students are expected to use to advantage available recordings and productions. Evaluation will be based on a journal containing twelve paper-like short essays: one on each of the ten selected works, one on background, one a final synthesis. Inclusion of personal reactions and notes is encouraged.

**LLI 251 [Directed Study]****Literature and the Process of Self-Discovery***Prof. James Matthews*

This course of study is primarily a process of reading without teachers. It is designed to give you as much freedom as possible to develop potential paths of reading interest, while offering some initial suggestions and directions, some pertinent questions, and some usable critical tools. The syllabus for this directed course of study offers only guidelines and structures. The only required books are Peter Elbow, *Writing Without Teachers* and David Daiches, *The Study of Literature*, both of which are meant to be used as handbooks or reference points.

**LLI 252/352 [Directed Study]****American Fiction: 1950 to the Present, Introduction [I]; Further Readings [II]***Prof. Howard Carter*

The purpose of these courses is to allow students to read as widely as possible in recent and contemporary American fiction. A student who has done little reading in this area should take the first course, Introduction to American Fiction: 1950 to the Present, for which there is a specific reading list of such authors as Barth, Brautigan, Hawkes, Kerouac, Kosinski, McGuane, Nabokov, Oates, Updike, Didion, Plath, Parent, Baldwin, Ellison, Wright, and so on. A student with some acquaintance with most of these should take the second course, Further Readings in American Fiction: 1950 to the Present, for which there is an extensive bibliography in the syllabus.

**LLI 253/353 [Directed Study]****Twentieth Century European Fiction I, II***Prof. Howard Carter*

This course invites you to read widely in the best of European fiction since the turn of the century. We will read twelve or so novels selective of movements, representing various countries, the dominant literary movements, the most influential authors, such as Proust, Gide, Sartre, Camus, Mann, Kafka, Grass, Hesse, Moravia, Calvino, Vesaas, Solzenitsyn, and Conrad. For each novel, students will prepare a reflective set of notes (one single-spaced typewritten page, or the equivalent). Evaluation will be on these notes, class discussion, a final synthetic exercise. A student who reads a foreign language and who wishes to read one or more novels in the original language may negotiate with the instructor for fewer or shorter novels. Prerequisite: one college-level literature course.

**LLI 272 American Fiction Since 1950***Prof. Nancy Carter*

We will be reading the best of American fiction since 1950, selecting from such authors as Barth, Brautigan, Hawkes, Kerouac, Kosinski, McGuane, Nabokov, Oates, Updike, Didion, Plath, Parent, Baldwin, Ellison, Wright. Evaluation will be on class discussion, short papers and a final examination.

**LLI 331 Reading in Irish Literature****LLI 431 Yeats and Joyce***Prof. James Matthews*

During this term a series of evening lectures on various topics from Anglo-Irish literature will be presented. Students may attend these lectures and receive credit upon completion of a final exam. The advanced seminar will concentrate on specific issues in the work of W. B. Yeats and James Joyce. Each student will prepare an extensive paper on each writer.

**ALI 303 Eighteenth Century English Fiction: The Rise of the Novel***Prof. Richard Mathews*

A survey of the rise of the novel during its first century in England. Beginning with a reading of *Pilgrim's Progress* the class will explore the evolving fictional styles as they depart from religious allegory and strict

didacticism to develop the wide range of styles and themes of the full-fledged novel. Attention will be given to a variety of critical methods appropriate to the forms. This class leads up to ALI 304, Nineteenth Century English Fiction, and could well be taken as the first half of a year-long study of the rise of the novel. Texts will include Bunyan, *Pilgrim's Progress*; Defoe, *Moll Flanders*; Swift, *Gulliver's Travels*; Richardson, *Pamela*; Fielding, *Joseph Andrews*; Johnson, *Rasselas*; Sterne, *Tristram Shandy*; Smollett, *Humphry Clinker*; Goldsmith, *Vicar of Wakefield*; MacKenzie, *The Man of Feeling*; Burney, *Evelina*. Evaluation will be based on three critical papers, and class discussion. The prerequisite is at least one course in literature.

**ALI 304 Nineteenth Century English Fiction: The Rise of the Novel** *Prof. Richard Matthews*

A survey of the continued evolution of the novel form as it became the primary form of popular fiction in England. The course will read representative works from the most important Victorian novelists and consider such aspects as subject, viewpoint, style, narrative method, and the relation between meaning and form. The class is a continuation of ALI 303 but may be taken as a separate course. Texts will include Jane Austen, *Emma*; C. Bronte, *Jane Eyre*; E. Bronte, *Wuthering Heights*; Scott, *Heart of Midlothian*; Thackeray, *Vanity Fair*; Dickens, *Bleak House*; Dickens, *Great Expectations*; Trollope, *Barchester Towers*; Meredith, *The Egoist*; Eliot, *Adam Bede*; Eliot, *Middlemarch*; Hardy, *The Return of the Native*. Evaluation will be based on class discussion, critical paper, and final exam. The prerequisite is at least one literature course.

**ALI 350 [Directed Study]  
Modern American Novel** *Prof. Peter Meinke*

This course introduces the student to the major American novelists of the first half of the twentieth century. Students are expected to read ten to twelve novels; they may substitute three or four books by the same authors for those suggested in the syllabus (e.g., *The Great Gatsby* for *Tender Is the Night*, etc.) Students will be evaluated on the basis of a journal kept on their reading. This journal should contain at least the following three elements: a discussion of the novel's ideas and themes, an analysis of the novelist's style, and a subjective evaluation of both these aspects.

**LLI 350 [Directed Study]  
James Joyce, Irish Writer** *Prof. James Matthews*

This directed course of study is designed to read Joyce's work with an eye to the Irish culture -- especially Dublin, Joyce's home city. The primary readings are *The Dubliners*, *A Portrait of the Artist as a Young Man*, *Exiles*, and *Ulysses*. Other required readings include Richard Kain, *Dublin in the Time of Yeats and Joyce*, and Hugh Kenner, *Dublin's Joyce*. Four papers will be required as basis of evaluation: a critical reflection of Irish culture in the early works; a research paper on some aspect of Irish culture; a creative imitation of one section of *Ulysses*, and a substantial paper on the Irish flavor of *Ulysses*.

**CLI/CGR 351 [Directed Study]  
Life and Works of Franz Kafka** *Prof. Kenneth Keeton*

For description see CCR/CLI 351 under German.

**LLI 351 [Directed Study]  
Twentieth Century American Women Artists and Writers [c. 1900-1935]** *Prof. Nancy Carter*

This study begins by placing women artists and writers in the social and cultural context of their time with selected background readings. Primary emphasis, however, will be upon their contributions in different media. Students will choose works to study from the following categories: photography, dance, poetry, and prose (including autobiography and biography, as well as fiction and other writings.) Some of the women represented in this study are Isadora Duncan, Georgia O'Keeffe, Edna St. Vincent Millay, Marianne Moore, Gertrude Stein, Anais Nin, Zelda Fitzgerald, and Djuna Barnes. Prerequisite: Sophomore status.

**LLI 362 Advanced Composition** *Prof. James Matthews*

The aims of the course are to improve writing abilities in a variety of forms (from job letters to formal essays to creative writing), to teaching skills of prethinking a paper, outlining it, writing a draft, editing and polishing it, to explore the relationships of thought (both rational and irrational), words, and communication. We will be testing the limits of what we can say to each other, using words. Readings will include Hayakawa, *Language in Thought and Action*; and Weathers, *Strategy of Style*. Students will be evaluated on a series of written exercises, class exercises, discussion and, especially, improvement in writing.

**LLI/LFR 405 Twentieth Century French Literature** *Prof. Rejane Genz*

For description please see FRENCH.

**LLI 406 Twentieth Century French Theater** *Prof. Rejane Genz*

In this course, we will study the major trends of this extremely productive period of the French theatre. Starting with the poetic renewal of the theatre in the 30's (Cocteau, Anouilh, Giraudoux), we will study the existentialist theatre of Sartre and Camus, and the theatre of the Absurd with Beckett and Ionesco. Evaluation will be based on class participation and short papers. The course will be taught in English, although students will have the option of reading the plays in French, should they wish to do so.

**LLI 425 Senior Seminar: Shakespeare** *Prof. Julianne Empic*

The course will explore Shakespeare plays and poems first-hand: his language, structure, settings, characterization, thematic concerns, the traditions upon which he draws and the theatrical dimensions through which his work is reborn. We will make use of traditional verbal methods for this exploration: but the student

will also be expected to activate a range of creative talents as a means for illustrating the complexity and potential of Shakespeare's art. Evaluation will be based on serious involvement in discussion, simulation projects, and papers. Limited to Senior literature majors; others by permission of the instructor.

#### **LLI 431 Yeats and Joyce**

For description see LLI 331

#### **CLI/CSP 450/451 [Directed Study]**

**The Artistry of Federico Garcia Lorca I, II**

*Prof. Pedro Trakas*

For description see CSP/CLI 451/452 under Spanish

#### **Courses offered in 1978-79**

LLI 344 Romanticism

LLI 361 Literary Criticism

and other topics according to faculty and student interest

### **MANAGEMENT**

All-college requirements for a management major include the two modes of learning courses in psychology and sociology and two colloquia in the Behavioral Science Collegium. The required management core courses are: Managerial Enterprise, Accounting, Statistics, Principles of Microeconomics. Students in management take two of the three area options in psychology, sociology and political science, or economics, plus a set of five to six skill area courses chosen from those related to the student's career plans. An internship, normally completed between the Junior and Senior years, is also a graduation requirement. Please see Business Administration/Management also.

#### **BMN 250 [Directed Study]**

**Personnel Management**

*Prof. Bart Tebbs*

This course focuses on managing the human resources within an organization as a part of the total management system. The student will be introduced to the basic personnel processes of procurement, development and maintenance of human resources as well as the processes involved in selection, training, and remuneration of employees. Management-union relations will also be introduced. The required texts are Chruden and Sherman, **Personnel Management**, Fifth Edition, and **Practical Study Experiences in Personnel Management** by the same authors. Evaluation will consist of seven tests on the major parts of the course, the completion of work-book assignments, and completion of the case studies in the text. Prerequisite: The Managerial Enterprise or permission of the instructor.

#### **BMN 350 [Directed Study]**

**Management Group Process Practicum**

*Prof. Bart Tebbs*

This course is designed to provide the management major with experience in the theory and application of management simulation education games used in

management development and organizational development training programs. Many management education programs conducted in both academic and corporate settings use simulation and role playing games. The course is designed to provide selected students with an internship experience with this educational method. The course will require meeting with the instructor a minimum of two hours each week, time TBA. Readings will be assigned. Evaluation will be based on instructor evaluations, student evaluations, a project report, and an examination on the readings. Students will be permitted to take the course only when BMN 271, The Managerial Enterprise, is being offered. Students must arrange their schedules to be available for the practicum portion of the course when BMN 271 is scheduled. The minimum prerequisites for the course are: BMN 271, BMN 371, or equivalents. Instructor permission is also required.

#### **BMN 270 Principles of Accounting**

*Staff*

This course presents a conceptual approach to financial accounting through exposure to the accounting process and to generally accepted procedures. The emphasis is on the nature of accounting rather than on procedures, although assignments will include practice materials which demonstrate generally accepted procedures essential to the understanding of the accounting cycle. Required reading will be from a text and from a corporate annual report to be selected. Evaluation will be based on assigned problems, quizzes and a final examination, and a practice case. Prerequisite is Sophomore, Junior or Senior status. This course is required for students concentrating in management.

#### **BMN 271 The Managerial Enterprise**

*Prof. Bart Tebbs*

This course is an introduction to the basic concepts, theories, and management styles used in contemporary management. The goals of the course are for the student to understand the importance of communication, motivation, planning, directing, controlling, and organizing in organizations with a job to be accomplished. Evaluation will be based on participation in the experiential exercises, mid-term tests, and the completion of a learning assessment notebook. Texts will be announced. Prerequisite: Introduction to Psychology or Introduction to Sociology.

#### **BMN/BBA 370 Managerial Accounting**

*Staff*

This course is an extension of Principles of Accounting. The student will become familiar with the use of accounting information in the control of a business operation and the interpretation of the information for management's use. The course will provide an overview of the analysis of financial statements, cost and responsibility accounting, budgeting, cost-volume-profit analysis and decision making. A text will be assigned. Evaluation criteria will be included in the syllabus. Prerequisite: Principles of Accounting.

#### **BMN 371 Organizational Behavior and Leadership**

*Prof. Bart Tebbs*

This course is designed as an introduction to the study of behavior in organizations. It focuses on the inter-

action of the individual and the organization in work situations. Five major topics will be covered: Individuals, Organizations, and their Interaction; The Development of Individual-Organization Relationships; Influences on Work Behavior: Structural Factors; Influences on Work Behavior: Organizations' Practices and Social Processes; and Improving Organizational Effectiveness. The goal is to provide the student with ways of looking at and understanding behavior in organizations from the viewpoints of both the industrial psychologist and from the view of the manager. Students will complete an exercise in improving leadership effectiveness. Required texts are **Behavior in Organizations** by Porter, Lawler III, and Hackman; and **Improving Leadership Effectiveness** by Fiedler, Chemers and Mahar. Evaluation will be based on midterm tests, short papers, participation, and a final examination. Prerequisites: Junior or Senior standing and the completion of or concurrent enrollment in BMN 271, The Managerial Enterprise.

#### **BMN 474 Group Leadership Practicum**

*Prof. Bart Tebbs*

This course is a sequel to BMN 371, Dynamics of Group Leadership. The emphasis will be on applying the knowledge obtained from an intensive study of theoretically significant empirical research. Applications will be attempted both within classroom "laboratory" situations and in the "outside world." Accompanying the exploration of each concept will be an exercise for the student to discover and experience these phenomena in a classroom simulation. The required texts are: **Organization Development an Experiential Approach** by Harvey and Brown, and **Organization Development** by French and Bell. A selected bibliography also will be available. Evaluation will be based on class participation, mid-term tests, and a project report. Prerequisites are Dynamics of Group Leadership and either Introduction to Sociology or Introduction to Psychology, and Junior or Senior standing.

For other management courses see ECONOMICS, SOCIOLOGY, PSYCHOLOGY, BUSINESS ADMINISTRATION.

## **MATHEMATICS**

The basic requirement for either the B.A. or B.S. degree is the completion of eight mathematics courses numbered above 233. Independent study courses in special topics in mathematics also may be used in satisfying this requirement. This wide flexibility permits a program of study to be tailored to the individual student's interests. All mathematics courses taken are applicable to the collegial requirement of 12 natural science courses for the B.A. degree, and 16 natural science courses for the B.S. degree.

#### **NMA 103 Principles of Statistical Inference**

*Prof. George Lofquist*

The intent of this course is to introduce the student to statistical inference procedures and have him understand why those procedures function better than intuition in decision making. The stress will be on con-

cepts rather than applications in a particular field of interest and the course should be of especial interest to students in the pre-medical and biological sciences. Topics covered will be descriptive methods, probability distributions, statistical inference, linear regression, simple analysis of variance, and non-parametric statistics. The computer with programs in BASIC will be used to eliminate computational drudgery. Evaluation will be based on several tests and a final examination. Credit will not be given for both this course and BCM 260. The only prerequisite is high school algebra. No computer programming will be required and the computer will be used only as a labor-saving tool.

#### **NMA 111 [Modes of Learning]**

##### **Algebra**

*Prof. Billy Maddox*

This is a course in basic algebra, a prerequisite for understanding in Calculus I. The study will include the language of logic and sets and the foundations of the real number system. The function concept will be explored with particular emphasis on polynomial and algebraic functions. Some analytic geometry will be introduced to illuminate the above. Text to be announced. Evaluation will be based on daily assignments, hour tests, and a final examination. A year of high school algebra and plane geometry will be sufficient prerequisites for the course.

#### **NMA 112 [Modes of Learning]**

##### **Finite Mathematics**

*Prof. Billy Maddox*

The ability to handle symbolic statements in a logically meaningful manner will be the main objective of this course. Among the topics used in developing this important skill will be truth sets, probability, Markov chains, vector and matrix theory, and applications to behavioral and managerial sciences. An introduction to linear programming will also be included. This study will be helpful to persons planning further work utilizing quantitative thinking. In particular, this course will provide an acquaintance with probability and other background mathematics of value in studying statistics and topics in management and business administration. Evaluation will be based on daily assignments, hour tests, and a final examination.

#### **NMA 113 [Modes of Learning]**

##### **Trigonometry**

*Prof. Robert Meacham*

Functions and their graphs are explored. Trigonometric functions and their inverses receive the most attention; exponential and logarithmic functions are also studied. Identities are proved; equations are solved. (These transcendental functions are analyzed more deeply in Calculus II.) Text to be announced. Evaluation is based upon homework, tests, and a final examination. Prerequisites: college algebra or two years of high school algebra.

#### **NMA 131 Calculus I**

#### **NMA 151 [Directed Study]**

*Mathematics Staff*

This is the first course in a two-course sequence which deals with the calculus of single variable functions.

Concepts studied are function, limits, continuity, differentiation, and the definite integral. Applications to the physical sciences along with possible uses in economics are used to motivate the underlying mathematics. Text to be announced. Evaluation will be based on daily assignments, hour tests, and a final examination. Prerequisites: good understanding of high school algebra and trigonometry.

#### **NMA 132 Calculus II**

**NMA 152 [Directed Study]**

*Mathematics Staff*

This is a continuation of calculus of single variable functions. Topics are the calculus of exponential, logarithmic and trigonometric functions, formal integration, applications, and infinite series. The same text is used as in Calculus I. Evaluation will be based on daily assignments, hour tests, and a final examination. Prerequisites: Calculus I or its equivalent.

#### **NMA 233 Calculus III**

*Prof. Billy Maddox*

In this course the calculus of functions of several variables is developed. Topics included are three-dimensional analytic geometry, partial derivatives, directional derivatives, extrema of functions of several variables, multiple integration, and applications. The same text is used as in Calculus I and II. Evaluation will be based on daily assignments, hour tests, and a final examination. Prerequisites: Calculus II or its equivalent.

#### **NMA 332 Foundations in Geometry**

*Prof. Robert Meacham*

This study will center on the foundations of Euclidean and non-Euclidean geometry, capitalizing on an axiomatic approach. The course is designed to give students the tools, insight, and motivation to approach elementary geometry from a new perspective and with an open mind. The course is particularly appropriate for prospective teachers. Text to be announced. Evaluation is based upon several tests, assigned problems, and a final examination. Prerequisites: Calculus II.

#### **NMA 433 Real Analysis I**

*Prof. George Lofquist*

This is the first course in a two-course sequence in which the foundations of real analysis are considered and topics from advanced calculus are then developed. Specific topics included are the real numbers as a complete ordered field, the derivative, the Riemann Integral, Euclidean n-space, and vector-valued functions of a vector variable. Evaluation will be based on assigned problems from the text, a mid-term examination, and a final examination. Prerequisites: Calculus III or its equivalent.

#### **NMA 434 Real Analysis II**

*Prof. George Lofquist*

This is a continuation of Real Analysis I. Topics included will be the derivative vector variable, the inverse and implicit function theorems, multiple integrals, line and surface integrals, Green's and Stokes' theorems, and infinite series. Evaluation will be based on assigned problems from the text, a mid-term examination, and a final examination. Prerequisites: Real Analysis I.

#### **NMA 499 Independent Research - Thesis**

*Mathematics Staff*

Seniors majoring in mathematics may, upon invitation of the mathematics faculty, do research and write a thesis under the direction of a member of that faculty. The submission of the resulting written thesis and an oral defense will, upon approval of the mathematics faculty, satisfy the comprehensive examination requirement for graduation. Prerequisites: excellence in mathematics courses through the Junior year and invitation by the faculty.

#### **Courses offered in 1978-79**

**NMA 333 Probability and Statistics I**

**NMA 334 Probability and Statistics II**

**NMA 335 Abstract Algebra I**

**NMA 336 Abstract Algebra II**

#### **MODERN LANGUAGES**

A major in modern languages will ordinarily consist of at least six courses above the intermediate level in one language, with a Senior thesis or comprehensive examination in that language, plus four courses or more in at least one other language. Courses in a second or third language ought to be taken in two-course sequences. Generally, the student would be well advised to choose area studies courses that correspond to the languages in which he/she is concentrating. A minimum of one month of residence abroad in a foreign language environment is strongly advised.

#### **MUSIC**

The major in music consists of Comprehensive Musicianship courses I, II, III, IV, V and VI, plus two additional music courses. In addition, a student must be enrolled for one hour per week in applied music instruction and participate in one of the ensemble programs operating through the music discipline during each term of residency.

#### **AMU 115 [Modes of Learning]**

**Comprehensive Musicianship I: For Majors**

*Prof. William Waters*

This course is designed to provide the fundamentals of music necessary to the other Comprehensive Musicianship courses. The focus of the course is designed to increase the student's awareness of the process of becoming a musician, and of the role of the musician in today's society. Emphasis, too, will be placed on programmed ear training and sight-singing both in the classroom and in independent lab sessions. Evaluation for the course will be based on written exercises, several short tests, participation in class activities, and a final examination. Open to perspective music majors.

#### **AMU 116 [Modes of Learning]**

**Comprehensive Musicianship I: For Non-Majors**

*Prof. Shirley Smith*

The purpose of the course is to acquire and develop concepts and skills to Fundamental Musicianship for

students who are not majoring in music. Fundamentals such as scales, key signature, intervals, and elementary harmony will be studied, both separately and in the context of actual musical compositions. The text will be **Basic Materials in Music Theory** by Harder. Evaluation will be based on class participation, written exercises, and final examination.

**AMU 221 Survey of Music** *Prof. Shirley Smith*

The course will provide an approach to perceptive listening and an introduction to musical elements, forms, and style periods. The discussions of composers' lives, individual styles, and representative works will aim to stimulate curiosity and enthusiasm, not merely to impart facts. The text will be **Music: An Appreciation** by Roger Kamien and assigned recordings. Evaluation will be based on class discussion, two tests, two papers, and final examination. Open primarily to non-music majors. Majors may take only with permission.

**AMU 242 Comprehensive Musicianship II: Medieval and Renaissance Music** *Prof. Shirley Smith*

This is an integrative study of the history, theory, and performance practices of the Medieval and Renaissance periods. The sacred and secular music will include the chant of the Middle Ages, the polyphony of the thirteenth century, the carol of the fifteenth century, the music of Palestrina, and the Elizabethan dance and madrigals. In order that the student can see the individual works and composers in relation to their times, the study of musical style will also include the institutions under whose patronage the music was composed and performed. Students will be encouraged to perform and listen to music from these periods. The texts are **Music in the Medieval World**, by Seay, **Music in the Renaissance** by Brown and **Music Scores: Omnibus Part I**. Evaluation will be based on participation in discussion, written exercises, quiz on listening, and either a research paper or a final examination. Prerequisites are Comprehensive Musicianship I or its equivalent.

**AMU 244 Seminar in Solo Vocal Literature** *Harry Waller*

This course involves a series of seminars and discussions of masterworks of vocal literature in all styles and periods. Students, faculty, and guests are invited to participate. Each student will give at least one formal presentation each semester. Critique sessions will enable the student to understand better the level on which he is able to communicate his musical ideas to his listeners. Credit for two courses will be given in the Senior year for students who have satisfactorily participated in colloquia for each of four semesters.

**AMU 245 Choral Literature and Ensemble** *Prof. William Waters*

This is a survey of music for chorus from medieval to contemporary periods. Active membership in the Concert Choir is required concurrently with this course. Techniques of ensemble performance will be demonstrated and practiced. Proficiency in score-reading will be taught. The student is expected to gain knowledge-

able insight into historical and stylistic considerations as well as performance practices appropriate to the periods studied. Evaluation will be based on quality of daily participation and on skills demonstrated in public performance. Students will be admitted on basis of audition.

**AMU 266 Music Projects I** *Prof. William Waters*

Music Projects I will embrace a variety of performance-centered musical experiences. Activities may be centered around solo or ensemble work and may comprise several short works or an extended work. Regular rehearsal is expected of each student, and weekly critique sessions will guide participants toward objectives set at the beginning of the work. Enrollment is open to all students, but each proposal must have the approval of the music faculty. Work may be distributed over more than one module for a single module's credit. It is possible to enroll more than once in Music Projects I, with a change of area of emphasis. Prerequisite is demonstrated musical skills.

**AMU 341 Comprehensive Musicianship III: Music of the Baroque Period** *Prof. William Waters*

The focus of this course will be the music of Bach and Handel, but study will by no means be limited to these two composers. Theoretical aspects of the course will include a study of contrapuntal practices of the period. Students will be encouraged to perform music from this period, and the lab will emphasize ear training and listening to the music. Evaluation will be based on participation in discussion, written exercises, a quiz on listening, and either a research paper or a final exam. Prerequisite is Comprehensive Musicianship I or special permission of the instructor.

**AMU 350 [Directed Study] Twentieth Century Music** *Prof. William Waters*

This course surveys important works of the major composers of this century. After completing the material of the syllabus, which will include readings from standard histories of this period, writings by the composers themselves, and listening to phonograph recordings of their works, students may choose for their final evaluation a written examination, an extended paper on a topic approved by the instructor, or a project approved by the instructor. The course is open to all students, however, ability to read standard musical scoring at a minimal level is helpful.

**AMU 366 Music Projects II: Performance Seminar** *Prof. Shirley Smith*

This course will provide the opportunity for students to perform in small ensembles, duos, or solos. The music and the nature of the ensembles will necessarily be determined by the student registration (i.e. flute, voice and piano; harpsichord and violin; string trio; vocal trio and brass). The music which is performed will be researched and the knowledge applied directly to its performance. Music scores and texts will be chosen after ensembles are formed. Evaluation will be based

on class participation, research on compositions, performance of music. Prerequisites are ability to sing or play an instrument.

**AMU 442 Applied Music: Organ, Piano, Voice, Guitar, Strings, Brass, Woodwinds** *Staff*

A student will learn to perform great music of all periods on any instrument offered as Applied Music through a program of disciplined practice and research into the music which is being performed. One one-hour lesson per week, at least six practice hours per week, and attendance of one performance class per week will earn one course credit for each year of study. Evaluation will be based on student's performance level and his understanding of compositions studied. The prerequisite is permission of music faculty.

**AMU 444 Comprehensive Musicianship VI: Contemporary Music** *Prof. William Waters*

This course begins with the music of the French Impressionist School, and deals with the music of major composers such as Schonberg, Ives, Stravinsky, Bartok, Webern, Varese, Orff, Messiaen, Hindemith, and Prokofiev. Theoretical considerations include post-tonal organization of sound, twelve-tone techniques, aleatory music, and other twentieth-century phenomena. Evaluation will be based on two oral reports, a major paper, and a final examination. Prerequisite is Comprehensive Musicianship I or special permission of the instructor.

## PHILOSOPHY

Students majoring in philosophy will develop with a Mentor a program with a minimum of eight philosophy courses, at least two from Logic and Language, Modes of Philosophizing, Ethics; at least three from the History of Philosophy four-course series; the remainder should be upper level courses representing the student's particular interests, integrative in relation to courses taken in other fields, and should help provide perspective for the whole liberal arts program.

**LPL 110 [Modes of Learning]**  
**LPL 150 [Directed Study]**  
**Logic and Language** *Prof. Peter Pav*

Appropriate for pre-law, philosophy, science, mathematics, social science and literature students, this course studies the methods of critical, logical analysis of language and thought. It starts with everyday language, its nature, uses, and misuses, then studies artificial logical languages whose precision can aid our understanding. We will develop several techniques for evaluating arguments, both propositional and predicate. Text is Copi's **Introduction to Logic**, 4th ed. Evaluation is based on frequent homework exercises and three open-book examinations.

**LPL 111 [Modes of Learning]**  
**LPL 151 [Directed Study]**  
**Modes of Philosophizing** *Prof. Keith Irwin*

By introducing the student to the thought of such philosophers as George Berkeley, William James,

Plato, A. J. Ayer, and Jean-Paul Sartre, the intention of this course is to develop in his mind a sense of what arouses philosophical questions and of the possible modes or patterns for attempting to answer them. This assumes that philosophical questions differ from scientific, historical, technological, informational, commonsensical, and many other kinds of questions we raise. The desired outcome of the course is to encourage the student, through recognizing and appreciating the philosophical thinking of others, to venture on his own philosophical thinking with greater confidence and sophistication.

**CPL 241 Ethics**

*Prof. Ashby Johnson*

The course is an introductory program in moral philosophy and ethical systems. Readings are drawn from primary sources and commentaries. Evaluation is based upon participation in class discussion, one major paper, and an examination. Although some background in philosophy is helpful, there are no specific prerequisites.

**CPL 244 Social and Political Philosophy**

*Prof. Ashby Johnson*

The purpose of the course is to develop a familiarity with the major theories of civil order which have been influential in Western Europe and America. Contemporary political theory is examined in the light of classical tradition and historical movements. The two primary texts are Somerville and Santoni, **Social and Political Philosophy** (selected readings) and William T. Bluhm, **Theories of the Political System**. Evaluation is based on class participation, two tests, one term paper, and an examination.

**LPL 270 Science and Religion**

*Prof. Peter Pav*

This course will study the role of models, paradigms, and myths both in science and religion. It will also investigate the processes of verification and falsification. We will begin by analyzing the structure of science as presented in Thomas Kuhn's **Structure of Scientific Revolutions**, one of the required texts. Then we will compare the structures of science and religion presented in Ian Barbour's **Myths, Models, and Paradigms**, our second required text. Evaluation is based on frequent quizzes, class presentations and participation, and a term-paper.

**LPL 323 History of Modern Philosophy: From Hobbes to Kant** *Prof. Keith Irwin*

The generative problem over which philosophers struggled in the 16th through 18th centuries was the problem of knowledge. What can we claim to know? God, ourselves, the external world? Between the time of Descartes and that of Kant, the controversies raged. Working from W. T. Jones, **History of Western Philosophy, Volume III, Hobbes to Hume**, for historical continuity, we will give attention in primary sources to Descartes, Spinoza, Locke, Hume, and Kant. Work in the course will be evaluated on the basis of a philosophical journal, seminar contributions, a medium length research paper, and a final examination.

**LPL 325 History of Renaissance Science***Prof. Peter Pav*

This course will provide an overview of natural and physical science during the period 1450-1630, a transition age between medieval and modern science. Key topics will be humanism, naturalism, Copernicus, Vesalius, science and society, mathematics, and magic. Classes will be in lecture-discussion form. The text is **The Scientific Renaissance: 1450-1630** by Marie Boas. Students will be evaluated on three in-class examinations and class participation (perhaps including a presentation).

**LPL 346 The Scientific Revolution***Prof. Peter Pav*

Suitable for students of philosophy, science, and history. Studies the Scientific Revolution as an important transvaluation of modern Western society. Considers three traditions, Organic, Magical, and Mechanistic (main emphasis). Some initial lectures, then student-led seminars on Copernicus, Kepler, Galileo, Bacon, Boyle, Descartes, and Newton. Ends with philosophical and historical generalizations about the Scientific Revolution. Required texts are Hugh K. Kearney's **Science and Change and Origins of the Scientific Revolution**. Evaluation is based on class presentations and participation, term-paper, two exams (one take-home, one in-class).

**Courses offered in 1978-79**

CPL 245 American Philosophy

CPL 246 Philosophy of Religion

LPL 321 History of Philosophy: Greek and Roman

LPL 322 History of Philosophy: Medieval and Renaissance

LPL 341 Existentialism

LPL 345 Symbolic Logic

LPL 360 Philosophy of Science

**PHYSICAL EDUCATION****FPE 121 Principles of Physical Education***Prof. James Harley*

This project deals with historical, philosophical and scientific foundations of physical education; includes the desired aims and objectives of physical education as a career; and introduced administration and curriculum. Students will spend a minimum of 20 contact hours in one of the St. Petersburg schools in a pre-internship program. This will be a cooperative effort with public school teachers, to help determine if the student is truly a prospective physical education teacher. Evaluation will be based upon a term paper and a final exam. A personal interview is the only prerequisite. Open to upperclass students.

**FPE 123 Fitness and Skills***Prof. James Harley*

This project is a study of the physical fitness problem in the United States. Special emphasis will be on actual fitness training programs. The project will introduce as many skills to the students as time permits, in order to promote a lifetime of physical activity through at least one of the skills. Students will participate in a vigorous exercise program for the entire year, and must perform

individual research in one specific area. A term paper of high quality is required. Prerequisite: a medical clearance. Open to upperclass students.

**The following activities do not carry course credit.****Red Cross Advanced First Aid and Emergency Care**

This 40-hour course consists of the philosophy behind first aid; wounds, specific injuries, and shock; respiratory emergencies, drowning, and resuscitation; poisoning, drugs and drug abuse; burns and exposure to radiation, heat and cold; bone and joint injuries, immobilization and splinting; dressing and bandages; sudden illness and emergency childbirth; extrication and emergency rescue and transfer.

**Red Cross Beginning Swimming**

This 12-hour course consists of some reading and much practical work on basic swimming strokes and skills. Students who make sufficient progress may go on to take Red Cross Advanced Beginner in the same module and thus earn two certificates from Red Cross. Text: **SWIMMING AND WATER SAFETY**, Red Cross. Evaluation: performance of swimming strokes and skills.

**Red Cross Water Safety Instructor**

This recently revised (1973) 30-hour W.S.I. course consists of the methodology of teaching Swimming and Water Safety and Lifesaving and the practical work of composing lesson plans and doing practice teaching. Its completion certificate authorizes one to teach any of a number of Red Cross courses, including Advanced Lifesaving, and is a prerequisite for the jobs of camp waterfront counselor or aquatic director and lifeguard at many municipal pools. Text: **SWIMMING AND WATER SAFETY, LIFESAVING: RESCUE AND WATER SAFETY, BASIC RESCUE AND WATER SAFETY**, and the concomitant instructor manuals, Red Cross. Required: set of masks, fins, and snorkel. Evaluation: quizzes, lesson plans, practice teaching demonstrations, and a written final examination. Prerequisite: Advanced Lifesaving certificate and Swimmer certificate or the passing of an equivalency test.

**Red Cross Advanced Lifesaving**

This 26-hour course consists of practical work and also some reading and lectures on: personal safety and self rescue; swimming rescues, defenses, releases and escapes; search and rescue; special rescue and removal techniques and first aid; beach and surf rescue and lifeguarding; small craft safety. It is the revised (1973) course that replaced Senior Lifesaving, and the certification it carries is the only prerequisite for some lifeguarding jobs and is one of the prerequisites for the revised W.S.I. course. Text: **LIFESAVING: RESCUE AND WATER SAFETY**, Red Cross. Required: set of mask, fins, and snorkel. Evaluation: quizzes and demonstrated skills; written and skill final examinations. Prerequisite: good swimming endurance (500 yards continuously); marked ability in swimming strokes and related skills as evidenced by passing an admissions test.

## Red Cross Intermediate and Swimmer Courses

This 12-hour course is for students who already have a fair to good proficiency in swimming, but who want to increase their endurance and versatility and perfect the additional strokes and skills that will make them all-round swimmers. Successful completion of the Intermediate or the Swimmer part of this course meets the Swimming requirements for Advanced Lifesaving or for Water Safety Instructor, respectively. Those entering with skills at the Beginner Swimming level will probably finish having progressed through the Advanced Beginner and Intermediate levels. Text: SWIMMING AND WATER SAFETY, Red Cross. Evaluation: performance of swimming strokes and skills. Prerequisite: swimming ability equivalent to having passed at least the Red Cross Beginner Course.

### Beginning Tennis

This course is designed to give the student an introduction to the game of tennis and to help him develop the basic skills of the game. The text, **Tennis** by Johnson and Xanthas, will be used. Evaluation will be based on written, skills, and form examinations.

### Advanced Tennis

This course is designed for students who wish to continue studying tennis beyond the beginning level. Evaluation will be based on written, skills, and form examinations. Prerequisite is Beginning Tennis or the equivalent.

## PHYSICS

For the B.A. degree, students majoring in physics normally take the following courses: Fundamental Physics I, II, and III, Electronics, Classical Mechanics, Electricity and Magnetism, Quantum Physics I, Calculus I, II, III. For the B.S. degree, additional courses normally included are Quantum Physics II and selected advanced mathematics courses, along with Senior Thesis, and Concepts in Chemistry I and II. Students may arrange independent or directed study courses in advanced subjects to suit their needs. Consult contents for Engineering and Applied Science.

### NPH 141 Fundamental Physics I Prof. Wilbur Block

The aim of physics is to understand the nature of the physical world, particularly the particle and wave phenomena which arise for the inertial and electrical properties of matter. The three-course sequence, Fundamental Physics, I, II and III, presents a contemporary view of the concepts, principles, and theories which express this understanding in a basic and elementary form. Course content is presented by means of descriptive and quantitative textbook material, appropriate laboratory exercises, and synthesizing lectures and discussions. Required reading is restricted to a text such as Halliday and Resnick, **Fundamentals of Physics**. Evaluation is based on assigned problems and exercises, on laboratory work and on several major and minor quizzes. Fundamental Physics I deals principally with particle motions, elastic waves, and heat and thermodynamics. Prerequisite: Pre-Calculus Skills (NCM 112) or its equivalent.

### NPH 142 Fundamental Physics II Prof. Irving Foster

This second course of the elementary physics sequence deals with the phenomena of electricity and magnetism, elastic waves, electromagnetic waves and optics. The same text is used as in the first course. Evaluation will be the same as in the first course. Prerequisites: Fundamental Physics I (NPH 141) or consent of the instructor.

### NPH 241 Fundamental Physics III

Prof. Wilbur Block

This course is an optional continuation of the elementary physics sequence. It deals with atomic and nuclear phenomena and with special relativity. A basic text such as Wiedner and Sells, **Elementary Modern Physics**, is used. Evaluation is based on assigned problems and exercises, on laboratory work and on several major and minor quizzes. Prerequisite: Fundamental Physics II (NPH 241) or consent of the instructor.

The next four courses, Classical Mechanics, Electricity and Magnetism, Quantum Physics I and II, will be offered as Directed Studies unless there is sufficient enrollment.

### NPH 341 Classical Mechanics

Physics Staff

This intermediate course includes a study of the dynamics of particles and systems of particles and rigid bodies, an introduction to elastic media and elastic waves, and the treatment of the Lagrangian and Hamiltonian formulations of dynamics. Work is based on a text, with supplementary readings as appropriate to the needs of the student. A set of problems and a final exam are used for evaluation. Prerequisites: Fundamental Physics II (NPH 142) and Differential Equations (NMA 234), or consent of the instructor.

### NPH 342 Electricity and Magnetism

Physics Staff

Emphasis is placed on the fundamental role of Maxwell's equations in the study of electric and magnetic fields and of AC and DC circuits. Electromagnetic wave theory is introduced. Work is based on a text, and on supplementary readings as the student requires. A set of problems and a final exam are used for evaluation. Prerequisites: Fundamental Physics II (NPH 142) and Differential Equations (NMA 234), or consent of the instructor.

### NPH 443 Quantum Physics I

Physics Staff

Experimental results leading to the formulation of modern quantum theory will be studied. The Schroedinger wave equation will be used to solve physical problems treating a variety of one-dimensional potential functions, with special attention to the comparison of classical and quantum results. Text to be announced; some audio-visuals. Evaluation will be based on solutions to assigned problems and written examinations. Prerequisite: consent of instruction.

### NPH 444 Quantum Physics II

Physics Staff

This is a continuation of Quantum Physics I. The three-

dimensional wave equation is studied with particular application to hydrogenic atoms. Identical particles are introduced with emphasis on low-energy scattering. Text to be announced. Evaluation will be based on solutions to assigned problems and written examinations. Prerequisite : Quantum Physics I (NPH 443) or consent of the instructor.

#### **NPH 499 Independent Research - Thesis Physics Staff**

Outstanding students majoring in physics normally are invited to engage in active research and to prepare a thesis in lieu of Senior comprehensive examinations. Apparatus is available for research in low-energy ionic-atomic scattering, the primary current research interest of the physics staff. Additional equipment is available for studies in x-ray crystallography, and high vacuum techniques. Designed primarily for thesis students, this course is available to others by special permission of the staff. Evaluation is based on the presentation and oral defense of the thesis.

### **POLITICAL SCIENCE**

Students majoring in political science will affiliate with either the Letters or the Behavioral Science Collegium. Both require the completion of International Politics, National Government and Politics in the United States, and six additional political science courses of the student's own choosing, including at least one from each member of the political science faculty. Students are encouraged to select appropriate courses supporting their studies from related disciplines. Students majoring through the Behavioral Science Collegium are also required to complete Statistical Methods.

#### **BPO 114 [Modes of Learning] International Politics Prof. Jack Salmon**

International politics is very serious business, but we actually know little about it. Why do nations act as they do—even, how do they really act? Are international politics and national politics connected—and if so, how? What do people mean when they speak of the Third World, and even the Fourth World? Which is "normal"—peace or war? Are wars symptoms of failure, or are they necessary? Where do we go from here: more of the same, a slide into nuclear barbarism, or growth toward a humane world society? The textbook for the course is Sterling's *Macropolitics*. Evaluation will be based on the quality of four two page written assignments and a final exam.

#### **LPO 121 National Government and Politics in the United States Prof. Felix Fackow**

This course deals with the principles and practices of our system of government at the national level. It will examine such areas as the principles and development of the Constitution; the essential features, consequences, and implications of federalism; the nature, methods, and functions of political parties and pressure groups; the national political conventions and primaries; electoral problems and reform; voting behavior; the establishment and growth, functions, and powers of the presidency; strong and weak

presidents; the legislative process; the judicial process; and problems of civil liberty. Evaluation based on two hour exams, a final exam, and class participation.

#### **BPO 240 Comparative Politics Prof. Jack Salmon**

All governments face certain fundamental requirements, but each has its own unique problems. Over 140 national governments, no two exactly alike, respond to and direct political life. Comparative politics seeks to provide guidance through the jungle of organization charts and activity, teach us of the weird and wonderful ways of human governance, and possibly give us a good idea for our own use. We will examine presidents and parliaments, elites and counter-elites, democracies and peoples democracies, using a text such as Roth and Wilson, *The Comparative Study of Politics*. Evaluations are based on examinations and a written critique of any of several current hypotheses about the future of politics: convergence, technocracy, "lifeboat politics," and others.

#### **BPO 242 Global Problems Prof. Joncker Biandudi**

The main objective of this course is to help the student understand the nature, scope, and magnitude of some of the problems which do now or may in the future face people in all parts of the world. Throughout the course, the interdependence of both these problems and the people who strive to solve them will be emphasized. In addition to class discussion and reading assignments, the student will participate in inter-nation simulation exercises depending on the availability of space and time. Required reading will be Erb and Kallab, *Beyond Dependency: The Developing World Speaks Out*, Bertz and Herman, *Peace and War*, and *World Without Border*, by Brown. Evaluation will be through a midterm and final examination, paper and class participation.

#### **BPO 246 Varieties of Political Theory Prof. Anne Murphy**

From moral philosophy through ideology to empirical theory, thinkers and activists have tried to understand political systems and political behavior. Contemporary political research rests on assumptions just as surely as Augustine's "City of God" is based on a point of view. This course will alert the student to the classic and contemporary thinkers who try to make sense of social policy and decision-making. Text: Bluhm, *Theories of the Political System*. Evaluation will be based on class participation, tests, and a major paper based on either a key theorist or a classic problem addressed by many thinkers. Prerequisite: at least Sophomore standing.

#### **LPO 322 Constitutional Law II Prof. Felix Rackow**

This course examines those portions of the United States Constitution that deal with relations between the individual and the government, primarily those relations cited specifically under the Bill of Rights and the Fourteenth Amendment. The approach utilized will be the study of cases. Students will read opinions of the

Supreme Court; these will be discussed in class for analysis and trends. Midterm and final examinations are combinations of closed-book tests done in class and open-book tests done outside of class. Class participation is expected.

#### **LPO 323 The American Presidency Prof. Felix Rackow**

This course considers the American presidency as a political and constitutional office: its growth and development from Washington to Carter. It will consider such topics as the selection of the president as well as the president's role in formulating and conducting foreign policy; treaties and executive agreements; the president as Commander-in-Chief and as protector of the peace; his relation to Congress and his party. Evaluation will be based on a mid-term, final exam, term paper, and class participation.

#### **BPO 341 National Security Policy Prof. Jack Salmon**

Nations fear enemies and seek security. This requires that they define themselves and their values, and resolve conflicts between values (e.g., military spending vs. civilian). They must choose policies to attain their goals, and organize to provide the people and resources required. Large vs. small forces, deterrence vs. pre-emption, military intervention or economic pressures, civil liberties or internal security --these and more choices will be examined in papers and seminars. Each student will do two papers on two different topics, presenting the paper as part of a panel dealing with related subjects. Evaluation is based on the papers and class participation. Simulations will be used. Prerequisite is a behavioral science modes of learning course or Junior or Senior standing.

#### **BPO 342 Politics in China and Japan**

Prof. Jack Salmon

China and Japan offer excellent opportunity for us to learn about drastically different political and economic systems, contrasting approaches to "modernization" --a very tricky concept, and about political cultures sufficiently different that our own values are brought into better focus. Texts will be Nakane, *Japanese Society*, Stockwin's *Japan*, Starr's *Ideology and Culture* (China), and selected library readings. Exams will cover readings and class work. A paper will be required, analyzing a problem from two different perspectives: Marxist Chinese and capitalist Japanese. For this comparative politics course prior work in comparative politics or Asian culture/history is advised.

#### **BPO 344 U. S. Congress**

Prof. Anne Murphy

Representative government focuses on legislative politics. Democratic theory or practical politics can be better understood by careful study of the U. S. Congress. Political behavior, election campaigns, law making, lobbying and constituency opinion will be examined. Texts: *Congressional Quarterly Weekly Report* and Ripley, *Congress, Process & Policy*. Evaluation is based on class participation, evidence of outside reading, tests and a research report. Prerequisite: U. S. National Government or The Presidency.

#### **BPO 346 Political Parties in the U.S.**

Prof. Anne Murphy

Parties still provide a visible link between individual citizens and public policy. We will examine theories of development, structure, practice and changing coalitions of American political parties at the national, state and county level. Texts will be Sorauf, *Party Politics in America* and Freeman & Gattin, *Political Parties and Political Behavior*. Evaluation will be on the basis of class participation, tests, class reports, and evidence of outside reading. Students should have several courses in U.S. government, history and social organization before taking this course.

#### **BPO 349 The States in The Federal System**

Prof. Anne Murphy

In this course we will examine the variety and similarities of the fifty states; the partnership and tensions between national and state governments; the sharing of responsibilities and innovation; and the role of the state as a unit in political parties, legislative maneuver, and presidential politics. Required readings will include Jacob and Vines, *Politics in the American States: A Comparative Analysis*, and Robert E. Crew, Jr., *State Politics*. Students will be evaluated on the basis of tests, participation in class, class reports based on outside reading which will be assigned periodically, a term paper, and a final examination. There is no prerequisite, but one previous course in politics or government is recommended.

#### **BPO 441 Imperialism and World Politics**

Prof. Joncker Biandudi

This course will examine empirically and substantively the theory proposed by Johan Galtung, Structural Theory of Imperialism. It will focus on verticality, penetration, exploitation, and dependency. Texts will be C. F. Alger and David Hoovler, *The Feudal Structure of Systems of International Organizations* (to be distributed in class); Cockcroft, Andre, Johnson, eds., *Dependence and Underdevelopment: Latin America's Political Economy*; Rosen & Kurth, eds., *Testing Theories of Economic Imperialism*; and Galtung, *Structural Theory of Imperialism*. Evaluation will be based on two written essays and a final examination. Prerequisite is a background in Statistics or Mathematics.

#### **Courses offered in 1978-79**

- LPO 221 Civil Liberties
- LPO 321 Constitutional Law I
- BPO 345 Grass Roots Politics
- BPO 347 Comparative Political Parties
- BPO 348 Urban Political Systems
- BPO 444 The Politics of Poverty
- BPO 445 American Foreign Policy
- BPO 446 Electoral Behavior
- BPO 440 International Conflict

#### **PSYCHOLOGY**

All students majoring in psychology will complete a common core of five basic courses: Introduction to Psychology, Statistical Methods, Fundamentals of

Psychological Research, Personality Theory, and Learning and Cognition. In addition, students will elect two courses from each of two approved categories, making a total of four elective courses. The psychology major thus requires nine course, five of which are required of all students and four of which are elective. Please see Humanistic Psychology and Biopsychology also.

#### **APS/BPS/NPS 110 [Modes of Learning]**

**Introduction to Psychology** *Profs. Thomas West, Ted Dembroski, James MacDougall*

This course serves as an introduction to the scientific study of psychological processes and behavior. Such methods as experimentation, correlation, and observation will be covered with an eye to demonstrating how psychological knowledge is acquired. A number of theoretical approaches to human and animal behavior will be explored along with the research on which the theories are based. Examples of psychological processes and behavior that will be examined include cognition, learning, emotion, aggression, personality, and prejudice. Since student enrollment in the course typically has been high, lectures and readings are the principal sources of information. Tentatively, one text will be required. Evaluation will be based upon two or three examinations given in class. Early completion of this course is required for those who wish to concentrate in psychology or to be certified in education.

#### **APS/AED 207 Group Dynamics**

For description see EDUCATION

#### **APS 208 Introduction to Clinical and Counseling Psychology** *Prof. Thomas West*

This course will deal with personality theory, focusing particularly on the counseling process itself. Topics to be examined are general perspective, overview of theoretical foundations, the processes of counseling and therapy, and special areas of application. The text will be **Introduction to Clinical Psychology** by Pennington and Berg. Outside readings from selected sources in books and journals will be assigned. Evaluation will be based on participation in one panel presentation, role-playing in two counseling sessions, an annotated bibliography of the readings done during the course, a short paper on a specific topic of the student's choice directly related to counseling psychology, and a final examination. Prerequisite: one previous course in psychology.

#### **NPS 261 Fundamentals of Psychological Research**

*Prof. James MacDougall*

This course will introduce the student to the nature of research and experimentation in psychology. Starting with the basic understanding of research methodology, the topics of formulation of hypotheses, design of experiments, execution of experiments, analysis of data, and communication of results to co-workers in the field will be included. All phases of experimentation will be covered, including observational techniques and correlational and laboratory methods. Evaluation will be based on quality of several one-hour

quizzes, a laboratory notebook, and a formal research or library review paper. Prerequisites: Introduction to Psychology and a course in statistics.

#### **BPS 300 Developmental Psychology**

**BPS 350 [Directed Study]** *Prof. Ted Dembroski*

This course covers past and present concepts, theories, and research in Developmental Psychology. Examples of topics receiving attention include early experience, intellectual development, social learning, behavioral modification, achievement, and morality. A variety of methods (observational, correlational, and experimental) will be examined in studying the development of both human and non-human organisms from conception to death. A text and book of readings are required reading. Two or three examinations and class participation serve as bases for evaluation. Prerequisite is an introductory course in psychology.

#### **APS 302 Gestalt Theory and Practice**

*Prof. Thomas West*

Gestalt work is one of the foundation stones in the human potential movement lending itself well to therapy, personal growth, education, specialized counseling, and self-awareness. It developed from an integration of Gestalt psychology, existentialism, psychoanalysis, client-centered therapy, and body psychology. It deals with the individual as a whole, in a here-now, I-thou relationship. This experience will expose the student to the theoretical framework of Gestalt and how it is applied in education, therapy and personal growth. Evaluation will be based on a term project, a group demonstration, a midterm, and a final examination. Prerequisites are Humanistic Approach to Thinking and Feeling or Introduction to Psychology, or permission of the instructor.

#### **BPS 302 Social Psychology**

*Prof. Ted Dembroski*

The course will cover past and present concepts, theories, and research in social psychology. Emphasis will be placed on methodology, especially the experimental approach to understanding the social forces which affect individual beliefs, emotions, and behavior. Examples of topics planned for inclusion include social influence, attitudes, persuasion, social affiliation, leadership, and prejudice. Special attention will be devoted to natural setting field research. A text, a book of readings, and selected journal articles are required reading. Evaluation will be based on two or three examinations and class participation. Introduction to psychology and a course in statistical methods are prerequisites.

#### **BPS 305 Behavior Modification**

*Prof. Bart Tebbs*

The purpose of this course is to introduce student to the application of learning principles as they are used to modify behavior in applied settings, especially as those techniques are used in management, teaching, and clinical psychology. A text will be used and it supplemented with readings in the student's primary area of interest. Students will also complete a behavior modifi-

cation skills training program. Evaluation will be based on mid-term tests, the development of a behavior modification program, and a final examination. Prerequisite: Introduction to Psychology.

**APS/BPS 306, NPS 366 Psychology of Personality**  
*Prof. Ted Dembroski*

This course is for psychology majors who want to study personality in some detail and the student outside of psychology who wants to understand himself and others in a more **scientific** way. Three avenues to understanding personality will be stressed: theory, research, and assessment. This course will emphasize both theoretical and research problems in personality. Students should leave the course with the ability to (1) characterize trait and factor, psychoanalytic, behavioral, and phenomenological theories of personality and (2) describe and evaluate important research relevant to personality theories and psychological testing. Required reading includes a text and selected journal articles. Evaluation will be based on two or three examinations and class participation. Prerequisite is an introductory course in psychology.

**NPS 365 Learning and Cognition**  
*Prof. James MacDougall*

This course will focus on a study of basic principles of learning, memory organization and retrieval processes, thinking and creativity, and the application of these principles to a number of applied questions in education and child development. Text to be announced. Evaluation will be based on several in-class examinations and a research paper. The course assumes only an introductory knowledge in general psychology and, thus, will be appropriate for students in a variety of disciplines.

**NPS 369 Biopsychology**  
*Prof. James MacDougall*

This course will be concerned with the study of basic neurological and neuropsychological principles and the application of these principles to the understanding of such phenomena as instinct, motivation, perception, learning, and higher cognitive processes such as thought and language. Text to be announced. Evaluation will be based on several in-class examinations and a research paper. The content is of intermediate difficulty and would be appropriate for Junior and Senior students with backgrounds in psychology or the natural sciences.

**APS 401 The Theory and Practice of Child Therapy**  
*Prof. Vi Brody*

This course will allow a student to cover the theoretical background of child development and therapy, to work as a therapist under supervision, and to participate in weekly seminars. Three hours weekly for the academic year are spent working with a child and in critiques with the supervisor. Required readings are White, **Human Infants**; Kagan, **Personality Development**; Bowlby, **Attachment**; Des Lauriers and Carlson, **Your Child is Asleep**; Des Lauriers, **The Experience of Reality of Childhood Schizophrenia**. Evaluation will be based on a journal, report by the supervisor and a paper bringing

experiences into the framework of theory. Prerequisites: a beginning course in psychology with preference given to upperclassmen and to those majoring in psychology. Permission of instructor is required.

**BPS 402 Research Seminar in Social Psychology**  
*Prof. Ted Dembroski*

The purpose of this course is to provide an opportunity for students to design, conduct, present, and write an original piece of research in social psychology. The seminar devotes a great deal of attention to generating and criticizing research ideas. The major objective, however, is to carry through a research project from idea inception through sound methodology to final publication form. A book of readings and numerous journal articles and reviews are required reading. Evaluation is based on class participation, class presentation, and research papers. Prerequisites are an introduction to psychology course, a course in statistics, and a course in personality or social psychology, or consent of instructor.

**NPS 499 Independent Research - Thesis**  
*Prof. James MacDougall*

Students majoring in biopsychology or related areas may elect to devise an independent study project with one of the participating faculty members. Such projects may be oriented toward library research and reading, or may involve laboratory or field research projects. Directed research leading to a Senior thesis is normally available only by invitation of the participating faculty member. Students planning to do a Senior thesis must complete a preliminary research proposal by April of their Junior year.

**Courses offered in 1978-79**

APS 207 Group Dynamics  
APS 308 Behavior Disorders

**RELIGIOUS STUDIES/RELIGIOUS EDUCATION**

Students majoring in religious studies must take the basic course, The Study of Religion, and at least two courses from each of the following areas: Biblical studies, historical and theological studies, philosophy of religion and ethics, and non-Western religions. Competency in the religious studies major will be determined by successful completion of all courses and a comprehensive examination or thesis. Directed and independent study courses may be taken toward fulfillment of this major.

An interdisciplinary concentration in Religious Education is also available. This concentration will entail work in four academic areas: Biblical and Theological studies; Education and Child Development studies; Psychology and Counseling studies; and Management studies. This concentration should appeal especially to students contemplating professional careers with the Church and Synagogue, and to students who wish to work as lay people in religious institutions.

**LRE 110/CRE 110 [Modes of Learning]****The Study of Religion**

Profs. Alan Carlsten, Stanley Chesnut (fall)  
Profs. Ashby Johnson, Gilbert Johnston (spring)

An introduction to the methods and contents of religious studies, exploring the variety of religious experience in the East and West through readings, discussions, lectures, films, and other media. Field trips and other experiences will provide opportunities for first-hand observation, description, and analysis of religious phenomena. Comparison and evaluation of religious systems within their social and political contexts will be included. Students will also be encouraged to think about personal religious values. Textbooks for the course may include: Robert O. Ballou, ed., **The Viking Portable Library World Bible**, 1970; John H. Hick, **Philosophy of Religion**, second edition, 1973; Mircea Eliade, **The Sacred and the Profane**, 1961. Evaluation will be based upon participation, reports, midterm and final exams, and a paper exploring and synthesizing personal religious values.

**LRE 113 [Modes of Learning]****Understanding the Bible**

Prof. Stanley Chesnut

The Bible may be interpreted both subjectively and objectively, and the purpose of this course is to combine the two. In doing so one must develop the skills of literary analysis, historical criticism, and theological exegesis and apply them to the poetry, histories, prophecies, short stories, parables, and epistles of the Bible. The end product of such study will be a more constructive understanding of these sacred scriptures. The primary text for this course is **The New Oxford Annotated Bible**. Students will be expected to participate in class discussions, to present brief written reports, and to take weekly quizzes and a final examination, and evaluation will be based upon all these things. This course is strongly recommended for those who plan further study of the Bible or religion.

**LRE 222 Religions of the Middle East**

Prof. Stanley Chesnut

A survey of the most important religious groups in the Middle East, Judaism, Christianity, Islam, from earliest times to the present, emphasizing their literary, theological, and cultural contributions. This course will focus upon the great persons, events, and places in Middle Eastern history, and will provide a background for understanding contemporary problems in that part of the world. Panel discussions, guest speakers, films, and tapes will be utilized. Readings will be from the Bible, the Koran, Hitti's **A Short History of the Near East**, and other sources. Requirements include research assignments, reports, and examinations.

**LRE 231 Nordic Religion and the Icelandic Sagas**

Prof. Alan Carlsten

This course is an introduction to the phenomenological method of inquiry into religion. It will use as its subject matter the ancient Nordic religion, particularly as that religion is presented and described in the Icelandic saga literature. Particular emphasis will be placed on the elements of myth, symbol and cult as they appear

in the sagas. Description, analysis and evaluation of the sagas will play an important role in the course. Readings will include: Magnusson and Palsson, **The Vinland Sagas: The Norse Discovery of America**; Njal's **Saga**; Johnson (trans.), **The Saga of Gisli**; Hallberg, **The Icelandic Saga**. Work to be submitted for evaluation will include class reports, research paper and two one-hour exams.

**CRE 242 The Buddhist Tradition**

Prof. Gilbert Johnston

Like Christianity in the West, Buddhism in the East cuts across national boundaries and brings its distinctive influence to bear on all the cultures it encounters. This course will explore the meaning of Gautama's enlightenment and the nature of the Noble Eight-fold Path, tracing the development of Buddhist ideas and practices as they spread from India to the various countries of South and East Asia. Readings will include DeBary, ed., **The Buddhist Tradition**; Rahula, **What the Buddha Taught**; Chen, **Buddhism**. Students will be expected to write two short papers: one, a comparative study, and the other, an inquiry into the meaning of a primary source. There will be two tests and one longer exam.

**CRE 243 Asian Religion: East Asia**

Prof. Gilbert Johnston

Confucianism, Taoism, Shinto, and the so-called new religions of the modern age will be emphasized in this course on the religious traditions of China and Japan. Attention will be given to the way traditional views of the world and of man's place in it, the nature of human society and the proper forms of behavior are changing in the face of modern pressures. Readings will include Chan, **A Source Book in Chinese Philosophy** and DeBary, **Sources of Japanese Tradition**. There will be two examinations and one paper.

**LRE 250 [Directed Study]****Religion in America**

Prof. Alan Carlsten

The study of religion in America is perhaps the most interesting phenomenon in all of religious history. Only in America have Christianity and Judaism assumed the unique forms which they manifest in that culture. There is much more than an ocean which separates the European Catholic and Protestant from their American counterparts. The same is true of the difference between the old world Jew and his fellow believer in America. There are many reasons for the unique style of Christianity and Judaism in America but the fundamental explanation would seem to be contained in the phrase, "the New Jerusalem." This was the Biblical paradigm for the transplanting of the Church in the new world. This course will analyze and evaluate the beliefs, behavior and institutions of religion in America thereby enabling students to appreciate the tremendous significance of religion in the American experience. Required reading: Sydney Ahlstrom, **Religious History of the American People**. Evaluation will be based upon three one-hour examinations, class participation and a brief paper.

**LRE 251 [Directed Study]****Introduction to the Old Testament***Prof. Stanley Chesnut*

A thorough study of the history, literature, and religion of the Old Testament, with emphasis on the major books of the Hebrew Bible (in English). With the guidance of a detailed syllabus, students will encounter the Pentateuch, the History, the Prophets, and the Writings of the Old Testament in their historical contexts. Israelite religion and its development is a central feature of this course of study. In addition to the syllabus, students will read from *The New Oxford Annotated Bible*; Anderson, *Understanding the Old Testament*; and additional related works. There will be several brief writing assignments and a comprehensive examination. Evaluation will be based upon the written work and the examination. This course is strongly recommended for students planning upper-level work in Bible at Eckerd College.

**LRE 252 [Directed Study]****Introduction to the New Testament***Prof. Stanley Chesnut*

Concentrating on the Gospels, this course includes a careful study of the life and teachings of Jesus, as well as reading of most of the New Testament literature. A syllabus is provided, and students will work through a plan of study designed to introduce the most important ideas and events of the Gospels, Acts, the letters of Paul, other letters, and the Book of Revelation. The origins and principles of early Christianity are a major focus of this course of study. Required reading assignments are in: *The New Oxford Annotated Bible*; Throckmorton (ed.), *Gospel Parallels*; and Kee, Young, Froehlich, *Understanding the New Testament*. There will be several brief writing assignments and a comprehensive final examination. Evaluation will be based upon the written work and the examination. This course is strongly recommended for students planning upper-level work in Bible at Eckerd College.

**LRE 253 [Directed Study]****The Life and Teachings of Jesus***Prof. Stanley Chesnut*

This course is a survey of the life and principal teachings of Jesus as recorded in the Gospels of the New Testament. Reading of the primary sources is of first importance, and the syllabus outline will lead the student through the essentials of Jesus' life and works in the four Gospels. The Galilean and Judean ministries, the Sermon on the Mount, parables and other sayings, and the final days in Jerusalem are highlights of this study. The textbook is Burton H. Throckmorton, Jr. (ed.) *Gospel Parallels*, with additional readings assigned for the Gospel of John and for background. The syllabus indicates suggested reading in secondary sources and topics for research papers. There will be a comprehensive final examination, with evaluation based upon this examination and the writing assignments.

**LRE 254 [Directed Study]****Archaeology and the Bible***Prof. Stanley Chesnut*

An introduction to Biblical archaeology, designed to

acquaint the student with the methodology of historical inquiry through archaeology and the results of this inquiry for interpretation of the Bible. A syllabus of readings and research assignments provides guidance for the study of the development, field methods, discoveries, and interpretations in Biblical archaeology over the past century. Emphasis is upon the usefulness of this work for understanding the Bible. Textbooks are G. Ernest Wright, *Biblical Archaeology*, and *The New Oxford Annotated Bible*. A bibliography and supplementary readings are included in the syllabus, and students are expected to undertake several short writing assignments and a final examination. Evaluation will be based upon the written work and the examination. A general knowledge of the Biblical writings would be very helpful.

**LRE 331 Contemporary Theology***Prof. Alan Carlsten*

This course will introduce students to the major theologians of the twentieth century. The works of Barth, Niebuhr, Tillich, Cox, Heschel, Schillebeeck, Moltmann and Cone will be studied in depth. Urgent issues such as nuclear arms proliferation, racism, under-developed countries, nationalism, totalitarianism, liberation movements and sexism will be examined in the light of the teachings of these eminent theologians. Evaluation will be based upon three, one-hour exams and a final paper. Prerequisite: CRE 110/LRE 110 or equivalent course.

**Courses offered in 1978-79****LRE 113 Understanding the Bible****LRE 221 Religion in America****CRE 241 The Hindu Tradition****LRE 241 Christian Thought and Practice Through the Centuries****LRE 320 Jesus of Nazareth****RUSSIAN STUDIES**

The program in Russian studies integrates the study of the Russian language with Russian history, Russian literature, and contemporary Soviet reality. Students must complete at least two years of college-level Russian, and finish five courses dealing specifically with Russia: two in Russian history, two in Russian literature, and one in Soviet Area Studies. Each student in this program must also choose a field of specialization within Russian studies (usually language, literature, history, or social sciences) consisting of at least four courses in addition to those listed above. When appropriate these courses may be independent or directed studies, colloquia, and/or thesis preparation. All students will have an oral examination covering their entire program, in addition to the comprehensive examination in a field of specialization or a thesis.

**CRU 110 [Modes of Learning]****CRU 102 Elementary Russian***Prof. Vivian Parsons*

These courses offer intensive drill in understanding, speaking, reading, and writing grammatical and conversational patterns of modern Russian. There will be reading from simple Russian prose the latter part of the course. Textbooks and readers will be used. Evalu-

tion will be based on written exercises and exams. No prerequisites for CRU 110, successful completion of CRU 110 or its equivalent is prerequisite for CRU 102.

### **CRU 201/202 Intermediate Russian**

*Prof. Vivian Parsons*

These are courses in review and completion of basic Russian grammar, and continued work on conversational skills. Textbooks and readers will be used. Work to be submitted for evaluation: written exercises, exams. Prerequisite: completion of Elementary Russian.

### **Courses offered in 1978-79**

CRU 301 Introduction to Russian Literature and Culture

CRU 302 Daily Life in Soviet Society

## **SOCIOLOGY**

The required courses for the sociology major are Introduction to Sociology, Statistical Methods, Research Design, and The History of Sociological Theory. In addition to these, each student selects four other sociology courses in consultation with the Mentor.

### **BSO 110 [Modes of Learning]**

#### **Introduction to Sociology**

*Prof. Jack Williams*

This course will have two goals: to introduce the student to the state of our knowledge on the nature of society and the dynamics of social behavior; and to address the question, "Is a science of society possible?" through an examination of the means sociologists employ to investigate social behavior. The course deals with the possibility of a "science of society" by posing the fundamental questions sociologists must answer and by examining the applicability of scientific methods to those questions. It is also devoted to basic social issues. Attention will be divided between an overview of the state of our knowledge and a consideration of the research procedures most typically employed. Readings for the course will include an introductory sociology textbook and articles employing some of the more widely used methods of social research. Evaluation of students will be based on six quizzes. An extra credit term paper is optional. This course is a prerequisite for all students planning a concentration in sociology.

### **BSO 150 [Directed Study]**

#### **Introduction to Sociology**

*Prof. Jack Williams*

Following the outline of Broom and Selznick's text, **Sociology: A Text with Adapted Readings**, the course has three sections. The first develops an understanding of the basic tools and concepts of sociology. The "topics" in this section are: science and social behavior, social organization, culture, socialization, primary groups, social stratification, complex organization, collective behavior and population. The second section is devoted to the study of four social institutions: the family, education, religion, and law. The third section takes up major trends in American society: developments in racial and ethnic relations,

urbanization, technological change, and political change. Students will be evaluated on three tasks. The student must demonstrate a working familiarity with terms and concepts; respond to chapter review questions in a paragraph (short answer) form; for each chapter of the text, write a one-to-three page essay in response to general questions. The syllabus contains a complete list of terms, review questions and essay topics.

### **BSO 220 Racial and Cultural Minorities**

*Prof. Jack Williams*

This course will examine the processes of conflict, accommodation, and assimilation in majority-minority relations. It will also examine the social, historical, cultural, political, and economic factors involved in racism, prejudice and discrimination. Required reading will consist of a basic text and several paperback books as supplemental material. Evaluation will be based on two exams and a research paper.

### **BSO 250 [Directed Study]**

#### **The Family**

*Prof. Jack Williams*

This course will examine the family at two conceptual levels: the family as a social institution, and as a small group. In this latter context, the focus will be on the processes of attraction, conflict and accommodation which both bring families together and pull them apart. The text for the course is Leslie's, **The Family in Social Context**. Following Leslie's outline, readings will fall into three sections: the family as a culturally universal institution, focusing on cross-cultural contrasts, utopian experiments and the history of the family in Western society; racial, ethnic and socioeconomic contrasts in family types within the United States; final (and longest) section of readings progresses from theory and research on romantic love through mate selection, the effects of children, adjustment problems, divorce, remarriage and family life among the elderly. Students will be evaluated on the basis of written responses to some 100 short essay questions from the Leslie text and a research paper. Two thirds of the student's grade will be based on the essay questions; one third on the research paper. A list of the essay questions and guidelines for the research paper can be found in the syllabus. Prerequisite is an introductory course in any of the behavioral sciences.

### **BSO 322 Social Gerontology**

*Prof. William Winston*

This course concentrates on aging and age status as determinants of social interaction and social change. The first half of the course is concerned with social gerontology: theories of aging, research on life satisfaction and adjustment to aging; assessment of housing, medical, and economic needs of the elderly; death and bereavement; and family life. The second half focuses on age and social change: parent-youth conflict, conflicts on institutional values, life goal changes, and areas of value continuity. Cross cultural and cross temporal comparisons are made. Required reading is Atchley, **Social Forces in Later Life**, and

selected journal articles. Students will participate in a primary research project on aging or generational conflict/continuity. Evaluation will be made on the written project, two exams, and class participation. Prerequisite is an introductory course in sociology. Introductory courses in other behavioral sciences are recommended preparation.

**BSO 324 Criminology**

*Prof. William Winston*

Deviance is a social concept encompassing all the forms of behavior that a society deems threatening, harmful, or offensive. Criminality is also a socially dependent and culturally relative concept. There is a difference, however: criminality is a special subdivision of deviance that is expressly punishable through formal sanctions applied by political authorities. The authorities evaluate and punish rule-breaking behavior (and can, thereby, confer criminal status on a variety of individuals) by means of a "criminalization" process. The basic objective of this course will be to examine theories of criminal behavior and how various legal process attempt to control this behavior. Texts will be *Criminology* by Sutherland and Cressey, and *Introduction to Criminal Justice* by Newman. Evaluation will be based on four examinations and several short papers. Prerequisite: an introductory course in sociology.

**BSO 328 Complex Organizations and Bureaucracies**

*Prof. Jack Williams*

This course will deal with the social and historical origins of complex organizations and bureaucracies, empirical research on a variety of issues related to the internal dynamics of bureaucracy, and the behavior of organizations in their social and cultural environments. Reading material will consist of journal articles in sociology, political science, public administration and management. Students will be evaluated on the basis of two exams and a paper. Prerequisite: Introduction to Sociology.

**BSO 350 [Directed Study]**

*American Minorities*

*Prof. Jack Williams*

This course involves a detailed descriptive and comparative study of the history and present status of five American ethnic minorities. The student will choose five minorities from a list of eight and write a four part essay, based on assigned readings, on each minority. The eight minorities are: Blacks, Jews, Italian-Americans, Puerto Rican-Americans, Japanese-Americans, Chinese-Americans, Mexican-Americans and American Indians. Reading assignments will consist of one paperback book on each minority chosen. Evaluation will be based entirely on the five essays. Prerequisite: an introductory course in the behavioral sciences.

**BSO 426 Sociological Theory**

*Prof. Jack Williams*

This course will survey the theoretical foundations of modern sociology through an examination of the works of Montesquieu, Comte, Marx, Tocqueville, Durkheim, Pareto and Weber. It will then move to contemporary theoretical issues in functionalism, conflict theory, symbolic interactionism, exchange theory and ethno-

methodology. Aron's *Main Currents in Sociological Thought I and II* will be required reading. Evaluation will be based on 12 two to three page papers, and class participation.

**BSO 326 The Family (offered in 1978-79)**

**SPANISH/HISPANIC AREA STUDIES**

A student may major in Spanish by successfully completing eight of the following courses: Introduction to Spanish Literature I, Introduction to Spanish Literature II, Advanced Spanish Composition, Advanced Spanish Conversation, Modern Spanish Novel, Spanish American Novel, Modern Spanish Drama, Golden Age Drama, Cervantes, The Artistry of Federico Garcia Lorca I, II (directed study). One of the two Hispanic Area Studies (Latin American or Spanish) is required. Study abroad in the Junior year is strongly recommended. In addition, a concentration in Hispanic (Latin American or Spanish) Area Studies may be planned with the appropriate faculty member.

**CSP 110 [Modes of Learning]**

**CSP 102 Beginning Spanish I, II**

*Prof. Pedro Trakas*

These courses offer intensive drill in understanding, speaking, and writing Spanish. Vocabulary is presented through dialogues and varied exercises. There will be short speeches once a week, and independent laboratory practice in addition to two weekly scheduled laboratory classes. At the end of each week, there will be a review, and test based on the entire week's work. Prerequisites: none for CSP 110; successful completion of CSP 110 is prerequisite for CSP 102.

**CSP 201 Intermediate Spanish**

*Prof. Pedro Trakas*

This course is a continuation of CSP 110-102. The entire semester is spent in intensive review of grammar. The presentation of grammar with corresponding pattern drills is very thorough. Weekly speeches, typically based on social problems or items of current concern, are required. Independent laboratory practice on a weekly basis is required. Student evaluation is based on the weekly speeches and written tests, a mid-term written exam and a final exam, both written and oral. The text used is Hansen & Wilkins' *Espanol a lo vivo*. Prerequisite: CSP 110-102 or its equivalent, such as two years of Spanish in senior high school, to be approved by the instructor.

**CSP 202 Intermediate Spanish**

*Prof. Pedro Trakas*

An introduction to literature to be used as a basis for improvement in understanding, speaking, reading, and writing Spanish. Texts will include a book of short stories, one play, and a novel. Student evaluation will be based on weekly tests, a mid-term exam, a final exam, and laboratory participation. Prerequisite: successful completion of CSP 201 or its equivalent.

**CSP 403 Modern Spanish Drama**

*Prof. Pedro Trakas*

A study of the works of the best modern playwrights from Benavente to the present. This course is recommended for those contemplating a Spanish major.

Students will prepare three questions and answers on each play, to be discussed weekly. There will be a midterm exam on work done up to that point. Each student will submit at the end of the semester a 15-25 page term paper concerning some aspect of modern Spanish drama. All work will be in Spanish. Prerequisite: successful completion of Advanced Spanish CSP 301-302, or its equivalent.

#### **CSP 404 Golden Age Drama**

*Prof. Pedro Trakas*

This course offers reading and analysis of some of the most representative plays of the period, including works by Lope, Tirso, Calderon, Alarcon, Castro, Moreto, Cervantes, Rojas Zorrilla, and Mira de Amescua. There will be a midterm examination and a term paper of 15 to 25 pages in length in lieu of a final exam. All work will be in Spanish. Prerequisite: successful completion of CSP 301-302, or its equivalent.

#### **CSP/CLI 450/451 [Directed Study]**

**The Artistry of Federico Garcia Lorca, I, II**

*Prof. Pedro Trakas*

This project will study and analyze art forms engaged in by Lorca, with reading of his major literary works. Each student will write a term paper on some aspect of Lorca's artistry. The works read and the term paper will be in Spanish for students who have successfully completed Intermediate Spanish or its equivalent. They will be in English for students who have had less or no Spanish.

#### **Courses offered in 1978-79**

CSP 301/302 Introduction to Hispanic Literature I, II

CSP 401 Modern Spanish Novel

CSP 402 Latin American Novel

CSP 406 Cervantes

#### **SPEECH**

#### **LSP 222 The Art of Speech Communication**

*Prof. Alan W. Carlsten*

The purpose of this course is to introduce students to the art of speech communication. It will help students to develop skills in interpersonal, group and public modes of speech communication. Analysis and constructive critique of student performances will be aided by audio-visual equipment. Requirements for the course are: reading assigned texts, participation in class discussions and group projects, performance of assigned speech communication projects. Textbooks to be used are: Monroe and Ehninger, **Principles and Types of Speech Communication** (seventh edition); and Strunk and White, **Elements of Style**. Evaluation will be based upon three written assignments (25%), five oral projects (50%), and a final examination (25%).

#### **SWEDISH**

#### **LSW 150 [Directed Study]**

**Swedish I**

*Prof. Alan Carlsten*

This course offers intensive drill in understanding, speaking, reading, and writing of Swedish. A taped pro-

gram of 40 lessons prepared by the Swedish government forms the basis of the course. Textbooks which accompany the tapes are also prepared by the Swedish government. Material to be used: Radio Sweden Taped Program and texts: Walter Johnson, **Beginning Swedish**. Work to be submitted for evaluation will consist of quizzes and a final examination (both written and oral).

#### **LSW 250 [Directed Study]**

**Swedish II**

*Prof. Alan Carlsten*

This course offers advanced Swedish grammar and writing. There will be continuous drill in understanding and speaking as well. Recorded broadcasts of Radio Sweden will be used in laboratory work. Selected short stories will provide skill in reading. Materials to be used: Martin Soderback, **Advanced Spoken Swedish**; Radio Sweden taped broadcasts. Evaluation will consist of quizzes and an oral and written final exam. Prerequisite: Swedish I.

#### **LSW 350 [Directed Study]**

**Swedish III**

*Prof. Alan Carlsten*

This course offers intensive study of Swedish literary figures. Selma Lagerlof, Strindberg, Lagerkvist, and Bergman will be read in Swedish. Stockholm's **Dagens Nyheter** (Sunday edition) will be read also. Conversation and writing skills will be emphasized. Materials to be used: Par Lagerkvist, **Barabbas**; Bodelin: **Ahnsuerus**, Selma Lagerlof, **Jerusalem**; **I Dalarna**; August Strindberg, **Sammalta Skrifter**. Evaluation will be based on papers and examination. Prerequisite: Swedish II.

#### **TEACHING ENGLISH AS A SECOND LANGUAGE**

The B.A. in TESL is designed to prepare students for a career in teaching English as a second language. The program consists of four areas and includes these requirements: linguistics (General Linguistics, Structure of English, History of the English Language, modern foreign language study); cultural (Bilingual Education, American Civilization); pedagogical (Methods of Teaching Languages, teaching internship); and professional (Senior seminar). Students will also take one course **each** in the social sciences, American studies, and education, and will complete a Senior project.

#### **CTE 337 Methods of Teaching English as a Second Language**

*Prof. Mary Paidosh*

Students will study the theoretical and practical aspects of language learning and teaching. The format of the workshop consists of readings, discussions, model demonstrations, and lesson presentations. Students will be primarily concerned with the audio-lingual approach. They will discuss and practice the theory of teaching grammar, reading, writing and speaking. They will also learn how to construct tests and make effective use of the language laboratory. Evaluation is based on class participation, classroom

and lab-drill demonstrations, and follow-up testing. Prerequisites: a linguistics course and instructor's approval.

**CTE 338 Text Evaluation and Curriculum Development in TESL** *Prof. Mary Paidosh*

The purpose of this course is twofold: to select and evaluate various models of linguistic analyses in the field of TESL; and to analyze factors in the development of a curriculum for target groups for whom English is a second language. Students will be asked to analyze critically important text materials in both the audio-lingual and grammar-theory approaches to language learning. They will also deal with materials aimed at training students in particular technical skills and concepts. This evaluation should provide students with an understanding of suitable materials for specific linguistic goals and help in establishing an appropriate curriculum. Evaluation is based on class discussion, reports, and simulation projects. Prerequisite: Junior or Senior in TESL, or permission of instructor.

**CTE 435 Senior Seminar in TESL** *Prof. Mary Paidosh*

Students will discuss and analyze problems related to the teaching of TESL to both national and multi-national groups. This seminar will tie together principles of educational psychology, methodology of second-language acquisition, and study the processes by which children and adults acquire specified elements of language. This seminar will be used to select and complete an independent professional project. The project may be developed in one of the following ways: undertaking a work experience with ELS and fully documenting that the experience has been educational and professionally relevant; creating materials and showing that the student has contributed to his/her own educational development and that materials created are of value to the teaching community; designing a program for which there is an existing need, with the expectation that attempts will be made to implement and evaluate the program; and undertaking research in a given subject on which a thesis will be presented. Evaluation is based on group discussion, oral presentations, final project. Prerequisite: Senior in TESL or instructor's approval.

## THEATRE/DANCE

Theatre study at Eckerd centers in the experiences of theatre- or dance-making; emphasis is placed on process and growth rather than upon the accumulation and distribution of course credits. It is expected that those who elect to concentrate in theatre will be involved regularly in creative work; breadth and balance will grow out of discovered interests and needs. With the Mentor, each student will work out a program of art-making which will include work in production and performance skills, in the history and theory of performance arts, and in dramatic literature. Each student is expected to concentrate on a major creative work as a Senior project. Some time should be spent away from campus on an apprenticeship, in study at a major theatre center (generally London), or on a special summer program of participation in the performance arts.

**ATH 110 [Modes of Learning]  
Movement as a Mode of Learning** *Prof. Joan Frosch*

Many movement systems exist--yoga, ballet, T'ai Chi Ch'uan--having such aims as spiritual growth, performance, and mental-physical balance. The aim of this course is for each participant to realize the theories basic to all movement systems; thus laying the foundation for construction of existing systems as those we've yet to erect. In class, we will move, discover and explore the meaning of universal movement principles with our own bodies. Outside class you will be expected to spend an hour each day in personal experimentation. Evaluation will be based upon regular, active participation in class and final choreographic project demonstrating the student's ability to physicalize movement theory. Limit 18.

**ATH 111 [Modes of Learning]  
Jazz Dance** *Prof. Joan Frosch*

In this course we will actively explore a major Afro-American contribution to the world of dance--jazz. We shall study jazz technique, improvisation and choreography, and the history of jazz dance past to present. We will read and discuss Stearn's *The Story of American Vernacular Dance* and Emery's *Black Dance in the U.S. from 1619 to 1970*. As a final project, each student shall choreograph and perform an original jazz piece. Evaluation will be based on attendance, active participation in class workshops and discussions, and successful completion of final project. Limit of 18.

**ATH 266/267 Theatre Projects I** *Staff*

Work in theatre projects can involve participation in a wide variety of theatre enterprises. It represents the core of "theatre making" at Eckerd. Opportunities to participate in production, in work-shops devoted to performance and to the crafts of the theatre, in critiques, and in other projects are provided. Participation and responsibilities will grow out of the disciplines of the selected projects. It is recommended that work be distributed over two modules. The course may be repeated for credit.

**ATH 276 Dance I** *Prof. Joan Frosch*

Opportunity will be provided for training in dance and movement primarily in the modern dance tradition. Students interested in movement as personal expression and those interested in dance performance are invited to participate. As the year progresses, different projects will be established depending on the level of preparation and interests of the students (dance compositions, readings, viewing and critiquing of dance performances for example). Evaluation will be based upon regular, active participation in class, quality of projects submitted, and developed ability in technique and improvisation. Limit 18.

**ATH 326 Choreography: The Art of Making Dance** *Prof. Joan Frosch*

In this course we will explore the process of dance composition. Basic choreographic techniques will be taught and others evolved by the creative reconstruction of primary techniques. The class will serve as a

laboratory for experimentation and our best work will culminate in the production of the spring dance concert. Students already possessing fundamental skills in modern dance are invited to audition for the class. Evaluation will be based on student's developed ability in composition, effectiveness of class presentations and assignments, and degree of participation in dance concert. Permission required.

#### **ATH 366/367 Theatre Projects II**

*Staff*

Theatre Projects II is primarily for work on individual projects in performance and production, and will ordinarily be built around a single undertaking such as a major production assignment. The course is for experienced students and enrollment requires prior arrangement with the faculty. Assignments to particular projects may sometimes be made on the basis of tryouts. Students are expected to attend regularly scheduled Theatre Projects critique sessions. This course may be undertaken for one module or for 14 weeks and for one or one-half credit unit.

#### **ATH 376/377 Dance II**

*Prof. Joan Frosch*

Dance II is for students with some experience and for those who are interested in special projects in choreography and dance performance. Assignments to Dance II will be made by the instructor following conferences and possible auditions. Evaluation will be based upon regular, active participation in class, quality of projects submitted and developed ability in technique and improvisation. Permission required. Limit 18.

#### **ATH 461 The Theatre of Commitment: A Seminar in Theatre Theory**

For description see AVS 481.

#### **ATH 470 Design and Technique In The Theatre**

*Prof. James Carlson*

In this course, the visual aspects of the theatre will be studied. Students will consider architecture, costuming, lighting, scenery, and other crafts and techniques as they are used in constructing theatrical image. Emphasis will be on the overall design of production; students will work in groups and individually on the designs for particular plays. Introductory opportunities for learning specific crafts will be provided. The course is open to students who have had some general experience in theatre production. It is recommended that specific work leading to proficiency in theatre crafts be undertaken as an extension of this course.

## **VISUAL ARTS**

Please see ART

## **WRITERS WORKSHOP**

Please see CREATIVE WRITING

## **WINTER TERM PROJECTS**

An "A" after the number in a winter term project indicates that the project is an alternate to an off-campus winter term project, and will be offered only if the off-campus winter term project is cancelled

## **ON-CAMPUS**

### **BEHAVIORAL SCIENCE COLLEGIUM**

#### **BWT 1 Measuring Man Cross-Culturally**

*Prof. Joan Barnett*

The aim of this project is to help the student become acquainted with actual techniques of measuring humans so as to assess the significance of overall population differences in growth and development. Students will become familiarized with anthropological equipment and will gain practice in their use both within and outside of the classroom. A major goal of the project will be answering the question: what can we learn by measuring the human body? Evaluation will be based on performance and completion of research projects.

#### **BWT 2 Political Leadership**

*Prof. Joncker Biandudi*

This project will focus on leadership style and political behaviors of non-white peoples. The project will examine in detail two influences of personality characteristics of leadership on groups of people, movements and nations. We will also examine the outcomes which are a consequence of the personal characteristics of leaders of groups or nations. Texts (to be determined) may be: Sidney Verba, *Small Group and Political Behavior: A Study of Leadership*, and Rollo May, *Ghandi*. Basis for evaluation will be a paper and a test.

#### **BWT 3 Subcultures and Deviance**

*Prof. Ted Dembroski*

This project will focus on people, life styles, occupations, acts, and especially subcultures that in some way are considered abnormal. It is not a project in psychopathology, but deals instead with the problem of being different in a culture that may formally or informally stigmatize those who are different. The topic will be approached in three ways: examination of theories and hypotheses concerning subcultures and deviance; discussions of essays based on interviews and/or naturalistic observation; the analysis of scientific experimental studies in social psychology. Two or three books and selected articles are required reading. Data collection and analysis, a research report, a class presentation, and involved discussion are also required. Evaluations will be based on the originality, rigor, and scholarly contribution of the student's participation and work. Prerequisite is an introductory course in a behavioral science.

**BWT 4 Social Forecasting***Prof. Tom Oberhofer*

This project will investigate issues involved in forecasting social and technological change. It will have a two-fold thrust: first, an exploration of methodological dimensions of forecasting and second, an exploration of anticipated technological and cultural changes. Students will read Daniel Bell's **The Coming of Post Industrial Society** and will familiarize themselves with the work of Hermon Kahn (**The Year 2000, The Next 200 Years**).

**BWT 5 The High Frontier: Space Colonization***Prof. Jack Salmon*

The long-range goal of U.S. and Soviet space programs is human exploitation of space, but always at some indefinite, far future date. Since 1974 colonization and exploitation of space has become a realistic medium-term (15-20 years) goal, and both government and private agencies are now developing plans for space-based mining, energy production, industry and "earth-like" homes for millions, even billions of people. Students will use NASA resources to study the original projects and subsequent studies done by the United States. We will then design social, political and economic systems appropriate to this new, "high frontier." Evaluation will be based on a paper and participation in class. We hope to publish the results of this project.

**BWT 6 [two sections]****Operation Enterprise***Prof. Bart Tebbs**Prof. Robin Schade*

Operation Enterprise is an experience in leadership, professional management and organizational dynamics conducted under the auspices of the American Management Associations. Through direct involvement with leading practitioners from diverse fields of management, students will learn concepts, skills and techniques applicable to management in such areas as government, education, labor, politics and the business enterprise. A wide variety of methodologies will be utilized, including lectures, discussions, simulations, role playing, small group work and management games.

**BWT 7 The Social Psychology of Romantic Love***Prof. Jack Williams*

This project will examine a variety of social and psychological theories which purport to account for the phenomenon we call romantic love. The first week, we will examine the importance of the "romantic love complex" to western industrial societies. The second week will be devoted to social psychological theories and research. The third week will be devoted to integrating social and psychological perspectives and to reviewing the professor's own research in the area. The last week will be devoted to student research projects. Readings will include either three or four paperbacks by psychologists and psychoanalysts, plus approximately six articles from research journals. Evaluation will be based equally upon participation, one exam, and a paper/project. Prerequisite: an

introductory course in the social or behavioral sciences.

**BWT 8 Human Ecology***Prof. William Winston*

We are the first generation of Americans to face the reality that we have squandered, often inadvertently, much of our precious heritage of clean air and water, unspoiled land, and abundant resources. Over the last decade, we have become seriously concerned about the health and aesthetic problems caused by water fouled with industrial and municipal sewage; and air choked with smokestack and tailpipe emissions. At the same time, we are coming to a realization that the vital resources with which we build and fuel our industrial society exist in a finite supply. This project will deal with the social implications of this situation. Texts: **Population, Resources, and Environment** by Ehrlich & Ehrlich and **This Hungry Planet** by Georg Borgstrom. Dr. Fred Cottrell, author of **Energy and Society**, will be a speaker. Evaluation is based on discussion and a paper.

**COMPARATIVE CULTURES COLLEGIUM****CWT 1 The Theater of Eugene Ionesco [in French or in English]***Prof. Henry Genz*

Although the characters in Ionesco's plays are very social beings, their language, made up of cliches, slogans and platitudes, has erected impossible barriers between them. Through incredible coincidences, constant surprises, attacks on logic and reason, Ionesco shakes up our standard notion of reality and forces us to re-evaluate what we had accepted without thinking, and, by implication, urges us to communicate on an extra-social level through the shared universal feelings of anguish, sadness, fear of death, humor, and occasionally happiness. Students will read the following plays in French or in translation depending on how much French they have had: **La Cantatrice chauve; La Lecon; Rhinoceros; Les Chaises; Victimes du devoir; Jacques ou la soumission; Amedee ou Comment s'en debarrasser; L'Avenir est dans les oeufs; Le Roi se meurt; Tueur sans gages; Le nouveau Locataire**. After a period of reading and class discussion, students will meet with the instructor on an individual basis to plan and develop a critical paper.

**CWT 2 Celebrating Life's Stages: Life Cycle Rituals in Various Cultures***Prof. Gilbert Johnston*

Important transitions in life, such as birth, puberty, marriage, separation, illness, bereavement, and death occur universally. The way persons respond to these events varies widely according to the culture. This project will make use of religious and ethnographic sources to explore the variety of rituals and practices that mark life's turning points. Students will be expected to observe a number of actual life situations in the community and keep a journal recording impressions and comparative insights. Pertinent readings will be assigned in library reserve books and articles. Evaluation will be based on participation in group sessions, a journal, and a summary paper.

### CWT 3A Listening to Spanish for Pleasure

Prof. Pedro Trakas

Students will listen to tapes graded according to their level for a minimum of two hours daily in the language lab. Comprehension of the tapes will be demonstrated by writing resumes in English to be turned in daily. Each student will have a weekly session with the project director, when the student may give an oral rather than a written resume of one of the longer tapes. This resume may be in Spanish. Tapes cover a broad range of interests, with a great variety of native voices and differences of pronunciation, and include poems, essays, plays, passages from novels, fables, anecdotes, narrations (history, geography, culture), dialogues, jokes, songs. The number of tapes listened to and the degree of comprehension achieved as reflected in the resumes will be the basis of evaluation, as well as a final exam which will involve hearing a tape for the first time and writing a resume of it in English. Prerequisites: elementary level, one year or equivalent of college Spanish; intermediate, two years or equivalent; advanced, three or more years or equivalent.

## CREATIVE ARTS COLLEGIUM

### AWT 1 International Folk Dancing

Prof. Richard Bredenberg

This project will require a considerable time and energy commitment, involve extensive group participation, and should be a most enjoyable experience. Participants will learn to dance, to perform, and teach folk dances from around the world. The class will attend International and Ethnic Folk Dances in the area. Each student will make a folk dance tape or record collection for personal use, and assemble or make a folk dance costume. The project should be especially appealing to future teachers and recreation leaders but also to those who wish to enjoy dancing and the experience of this aspect of foreign culture. Evaluation will be based upon improvement in dancing and teaching skills, participation, leadership, and two projects. The text will be Harris, Jane A., Ann Pitman, Marlys S. Waller *Dance A While*. Minneapolis: Burgess Publishing Co. 1968.

### AWT 2A Theatre Production

Prof. James Carlson

Students will engage in various aspects of theatre production. Specific assignments will grow out of the productions undertaken and it is expected that three or more short works will be prepared. In addition to rehearsals and production assignments, students will be expected to attend regular critique sessions and to participate in technical exercises as scheduled. Because of the group nature of the projects involved, students will be expected to be on campus and on call throughout the period of the winter term. Permission required.

### AWT 3 Experimental Painting

Prof. James Crane

This workshop will provide an opportunity to explore collage, assemblage and post-Pollock painting. The group will meet regularly for the first and part of the second week and for scheduled critiques in the third and final week. Students will be expected to provide

their own supplies. Evaluation will be based on productivity and the quality of work produced. This project is not geared either to beginners or to very experienced painters.

### AWT 4 Clay Workshop: Primitive Firing Methods

Prof. John Eckert

This project, open to beginning and advanced students, centers around methods of firing ceramic work without a kiln. Techniques of pit, fireplace, dung, and sawdust firing, along with techniques of surface decoration, will be the major thrust of the project. Beginning students will be instructed in hand building techniques, but are encouraged to get as much experience as possible before the project begins since decoration and firing are the major emphasis of the project. The text will be Hal Reiggen's *Primitive Pottery*. Evaluation will be based on group cooperation and the individual's learning process as based on the quantity and quality of finished projects. Each student will be responsible for showing all of his work at an interview at the end of the project. Prerequisite: Visual Problem Solving or Drawing. Limited to 20 students.

### AWT 5 Body Work: An Aspect of Growth

Prof. Joan Frosch

This project will reach into the wide variety of body disciplines to encourage personal growth and awareness of the body. The emphasis of this project is a developing sensitivity to our own bodies guided by explorations in yoga, T'ai Chi, breath and fantasy work. We shall keep a journal of our development and reactions to readings chosen for their awareness-raising, and inspirational value. Texts will include *Pleasure*, by Alexander Lowen; *Be Here Now*, by Ram Dass; *The Voice*, by Gabriel Okara. Evaluation will be based on quality and regularity of participation in group activities, on personal exploration, and the depth and clarity of records of growth and readings.

### AWT 7A Contemporary Literature in Florida

Prof. Richard Mathews

The unique climate, geography, history, and atmosphere of Florida has attracted a wide cross-section of major contemporary authors. This project will read widely works written in and about the state, visit important literary sites and landmarks (including Marjorie Kinnan Rawlings' home at Cross Creek) and hear guest readings and discussions by writers currently living in Florida. Texts will include works by Marjorie Kinnan Rawlings, Ernest Hemingway, Erskine Caldwell, Tennessee Williams, James Leo Herlihy, Thomas McGuane, Piers Anthony, Harry Crews, etc. Evaluation will be based upon one research paper and a final exam. Prerequisite is at least one course in literature.

### AWT 9 Project in Elementary Education Methods

Prof. Frank Schorn

This project is a continuation of Elementary Education Methods 1, and is designed to offer the student the

opportunity to delve more deeply into methodological theory, to observe application of that theory in actual practice, and to incorporate theory and practice into a personal concept of teaching behavior. Observation and participation in the elementary school is supplemented by seminars and individual conferences. Evaluation is based on a comprehensive observation journal as well as development of creative manipulatives which enhance instructional methodology.

#### **AWT 10 The Machine in Modern & Contemporary Art** *Prof. Arthur Skinner*

This project will explore the various ways in which the machine has appeared in modern and contemporary art: the machine as subject, object, influence, and medium, and the implication it may have for the present and future of art and society. We shall study the words and/or works of Marcel Duchamps, Lewis Mumford, Gunter Metken, Jean Tinguely and various paraphysicists and anti-artists. We will also survey present and recent manifestations of the mechanical image. Two papers of medium length will be required, with possible option of an individual or collective creative effort in machine building to substitute for one paper. It counts as one art history credit. Evaluation will be based on two papers or one paper and one project, participation, and a final examination.

#### **AWT 11 Renaissance and Baroque Consort Music** *Prof. William Waters*

A study will be made of the recorder (early flute) and the crumhorn (early reed instrument). Each student will learn to play one of these instruments and will be assigned to a consort of players of his own readability level. A study of the melody, rhythms, and forms of the music composed for these instruments will be made. Because the school has a limited number of instruments available for use, one conference with the instructor must be arranged before Christmas vacation in order to determine the number of instruments and music needed. Evaluation will be based on satisfactory performances of assigned literature and a research paper.

#### **AWT 12 Humanistic Psychology: Growth Through Sports** *Prof. Tom West*

The humanistic approach to physical education, health, sports and recreation will be presented through the theory and practice of humanistic psychology. This involves an integration of mind, emotion, body and spirit in athletic activity minimizing competition with others. Running, flexibility systems, meditation, visualization, guided imagery, centering and new games will be experienced. Group and individual involvement will take place throughout the project. The required texts will be *The Ultimate Athlete* by George Leonard, *Zen and the Art of Motorcycle Maintenance* by Robert Pirsig, *Golf in the Kingdom* by Mike Murphy, *The Zen of Running* by Robe, and *Inner Game of Tennis* by Gallwey. Evaluation will be based on a journal prepared according to the Ira Progoff journal, group participation, an individual project, and a group presentation of a New Games Tournament.

### **FOUNDATIONS COLLEGIUM**

(Open to upperclass students as well as Freshmen)

#### **FWT 1 Fitness: Issues, Trends, Problems**

*Prof. James Harley*

A study of the fitness problem in the United States. Special emphasis on the actual conditioning phase of trends including drug abuse, alcohol and smoking, as well as other critical problems. Students will participate in a vigorous exercise program for the entire month. In addition, several lectures and class discussions will be held. Students must perform individual research in one specific area such as the effects of alcohol on general fitness. Required reading: *Interval Training — Conditioning for Sports and General Fitness* (Fox & Mathews), *Physical Fitness* (Vitale), *Psychology of Exercise* (More, House & Miller), selected periodicals. Prerequisite: medical clearance (check-up).

### **LETTERS COLLEGIUM**

#### **LWT 1 Contemporary Canada Through Its Literature**

*Prof. Rejane Genz*

In this project, we will read several novels by contemporary Canadian writers: Hugh McLennan, Mordecai Richler, Sheila Watson, Leonard Cohen, Gabrielle Roy, Roger Lemelin, Marie-Claire Blais, Roch Carrier. Our main purpose will be the study of the Canadian temperament, of the diverse moods of Canadian society with the interplay of its two cultures, of the effect of the climate and northern location as well as the proximity to the powerful United States on its inhabitants. While all the novels by Quebec writers will be available in translation, students with a sufficient knowledge of French could choose to read them in the original text. Evaluation will be based on a paper.

#### **LWT 2 Journalism**

*Donald Baldwin  
Modern Media Institute*

This project is designed to give students with little or no newspaper training or experience an intensive introduction to news gathering and writing, plus "on-the-scene" experience working with news reporters and editors from *The St. Petersburg Times*. Time is divided during the first three weeks into classroom exercises and outside assignments. The final week is spent researching and writing a major salable feature story. Text for the winter term will be *Reporting* by Mitchell V. Charnley (3rd ed.). Evaluation will be based on participation and on the written work turned in, with 40 percent of the grade based on the major feature. Limit: 10.

#### **LWT 3 The Development of Modern Painting as Seen in Picasso** *Prof. Burr Brundage*

The project will be centered around a select number of Picasso's paintings (such as the Demoiselles, the Three Musicians, the Guernica, etc.) illustrating significant steps in the growth of Modern Painting. The intent of the project is to assess the work of Picasso in its relationship to the evolution of the various schools con-

temporary with him. There will be introductory lectures to get the project started after which the student will work on two papers, the first (approximately 15 pages) defining the various stages in Picasso's art and defining the artistic vision behind each of the stages. The second and shorter paper (approximately five pages) will deal exclusively with one of Picasso's paintings selected by the student. Texts will be announced.

#### **LWT 4 The South in American History**

*Prof. William McKee*

What is "the South"? Is there a "Southern identity"? In this project students will examine some aspect of Southern history since the Civil War in an attempt to define the place of the South in American history. Specific research topics might include the heritage of Reconstruction, the Progressive Movement in the South, Black history, the history of race relations, economic and social change, religion in the South, and the sectional theme in Southern literature. Students will write a research paper relating their topic to the general problem of defining Southern identity. Each student should read Woodward, *The Burden of Southern History*, and Grantham, *The South and the Sectional Image*, at the beginning of the term.

#### **LWT 5A The Art of Biography**

*Prof. James Matthews*

This project will examine the special demands of biographical writing, particularly the pressing contention between art and actuality. In addition to Maurois' **Aspects of Biography**, students will be required to read and review four biographies, one of which is to be compared with an available autobiography and another with a collection of letters. During the final week of the term each student will present a seminar paper which gives evidence of biographical research and presents the outlines for an original biography.

#### **LWT 6 The Politics of Alternative Technology**

*Prof. Peter Pav*

This project will analyze the political role of technology, rather than specific technological developments. We will first look at the mutual reinforcement between ideology and technology that has already occurred, and then turn to future considerations. Our text will be David Dickson's **The Politics of Alternative Technology**. Each student will consult other sources to help present a seminar on one of four topics: The Case Against Contemporary Technology, The Ideology of Industrialization, The Politics of Technical Change, and Utopian Technology. Primary emphasis will be given to questions of values, power, and control. Evaluation will be based on class participation and a term-paper.

#### **LWT 7 A Growing Government: Boon or Bane?**

*Prof. Felix Rackow*

The objective of this project is the development of an understanding of some aspect of the national government and politics in the United States. With the approval of the instructor, students may pick any topic of interest to them within the general areas of the Constitution, political parties, pressure groups,

Congress, the presidency, the judiciary, or civil liberties. The production of a scholarly paper will be the goal of the student's research and the basis of evaluation. The focus of the student's research will be the effect of growth in government or the governmental process selected by the student.

## **NATURAL SCIENCES COLLEGIUM**

#### **NWT 1 Electronics: Servant of Man**

*Prof. Wilbur Block*

This project will be the investigation of the uses which science, medicine, engineering, and the entertainment fields make of electronic technology. Basic electronic circuit functions will be studied through the construction and testing of circuit elements using conventional instrumentation such as oscilloscopes, multimeters, and signal generators. Each student will then select, with the approval of the professor, an electronics problem of interest to him and solve it using the materials and knowledge from the first phase of the project. Each student will keep a journal. Progress on the solutions of the individual problems will be reported to the group. Paperback texts will be used. Evaluation will be based on participation, quality and completeness of the journal, and the progress report.

#### **NWT 2 Birdwatching in Florida**

*Profs. Joan D'Agostino, Shirley Smith*

This project is designed to introduce the novice to the exciting world of birdwatching. Emphasis will be placed on learning to identify the winter birds of Florida and observing the habits and habitats of these birds in the field. Day trips are planned to Highlands Hammock and Myakka River State Parks and Ft. DeSoto Park. Overnight camping trips will be scheduled for the Everglades National Park and the Withlacoochee River. While the emphasis in the project will be for the beginner, experienced birders are welcome. Materials needed are binoculars or field glasses. Text: Robbins et al., **Birds of North America: A Guide to Field Identification**. Evaluation will be based on participation in class discussions and field trips plus the submission of a journal of observations, experiences and readings.

#### **NWT 3 The Study of Fossil Plants**

*Prof. Sheila Hanes*

This project is designed to acquaint students with some of the inner workings of research, such as, collecting and preparing materials as well as the frustrating and often rewarding experience of discovery in the laboratory. There will be opportunities during the project to collect fossil material in the central Florida area and possibly from other parts of the southeastern United States. In addition to the mega- and micro-fossils, the sediments that contain them will be examined. This information about plants and sediments can then be compared with present day environments and plant assemblages in order to detect the changes that have



occurred throughout geologic history. The text will be **Evolution and Plants of the Past**, H.P. Banks, 1970. At the end of the term, a report on the fossil material studied will be required of all participants seeking credit.

#### **NWT 4 Psychology and Medicine**

*Prof. James MacDougall*

The purpose of this project is to acquaint students with the many ways in which psychological factors contribute to or are essential features of physical disease states and associated therapeutic techniques. Students will become familiar with the basic literature in psychosomatic medicine and will then undertake a library research project into some topic of personal interest such as Type A Coronary Prone behavior, hypertension, or psychosurgery. Text to be announced. Evaluation will be based on the quality of the research paper and class participation. The only prerequisite is an introductory course in psychology.

#### **NWT 5 Change, Chance and Growth**

*Prof. Billy Maddox*

Change, chance and growth will be studied utilizing flowcharting and computer programming. The project is open-ended and is suitable for students at any level of knowledge about computers. Beginners will learn to program in the language BASIC, and the more advanced students will learn to program in the language FORTRAN. Each student will work many small problems in learning to flowchart and write programs. A major problem or project related to the theme of growth will be completed by each student. The study of stochastic processes and Markov chains will be utilized in developing the theme of growth and for the assistance of students with their major projects. Work will be done on the college's time-sharing computer facility. Evaluation will be based on the number and quality of programs submitted, the quality of a major project relating to growth developed using student initiative and imagination, and on performance on a final examination on flowcharting and programming in the BASIC language.

#### **NWT 6 Limits to Growth**

*Prof. Robert Meacham*

Two Club of Rome reports address a gigantic problem: What are the limits to growth on the planet Earth? A computerized model of the world and its basic resources, including people, shows the influence of physical, economic, political or social forces upon the quality of life. Each student will produce a report dealing with an aspect of the Club of Rome reports. Those with computing experience may produce a simplified computer program to study the effects of varying assumptions or parameters. Students who do not have computing experience can also fit into the project, provided they have other expertise. Texts: **The Limits to Growth**, Meadows, Meadows, Randers, and Behrens (Universe Books, New York, 1972); **Mankind At The Turning Point**, Mesarovic and Pestel (E. P. Dutton and Co., New York, 1974). Evaluation will be based upon the contributions made by each student to the group study and upon the quality of the final report produced by the student. Prerequisites: each student must satisfy

at least two of the following four criteria: write BASIC or FORTRAN programs; Calculus II; two economics courses; permission of instructor.

#### **NWT 7A Coordination Chemistry**

*Prof. Richard Neithamer*

When transition metal ions are bonded to inorganic or organic ions or molecules, the resulting compounds or species in solution are known as coordination compounds or complex ions, respectively. In this project we will deal with the chemistry of these coordinated species, including exposure to such concepts as symmetry, liquid field theory, and molecular orbital theory. Students will learn how to apply such analytical and physical tools as ultraviolet, visible, and infrared spectra; chemical kinetics; equilibrium; and thermodynamics to provide meaningful information concerning structure and properties of a variety of species. Text to be announced. Students will be expected to keep a well documented laboratory notebook and to prepare a technical report detailing the results of the laboratory work. Prerequisites: at least one year of high school chemistry; one semester of college chemistry is highly recommended.

#### **NWT 8 Ecology of Wetlands of the Gulf Coast of Florida**

*Prof. George Reid*

This project is designed to acquaint students with basic principles of population and community ecology. Extensive use will be made of literature on coastal ecological communities, and on field work which will give personal study experience in rush marshes, grass marshes, mangrove swamps and some freshwater communities. Text material will consist mostly of scientific reports. Evaluation will be based on a student journal and final report. Prerequisites: Botany, Invertebrate Biology (Organismic I) or permission of instructor.

#### **NWT 9 Research in Oxonium Salt Chemistry**

*Staff*

In this project the student will be engaged in an ongoing study concerning the organic chemistry of trivalent oxygen species (oxonium salts). The student will conduct research involving the use of oxonium salts for the synthesis of various classes of organic compounds. Evaluation will be based on the quality of a research notebook which the student will be required to hand in at the end of the term. Prerequisites: Organic Chemistry I.

### **OFF-CAMPUS WINTER TERM PROJECTS**

#### **AWT 2 Theatre In London**

*Prof. James Carlson*

London offers an unusually rich and varied opportunity to study theatre. No other English speaking center provides practical access to as large a number of theatres or as wide a variety of performances. Students will attend twelve selected performances as a group and will be encouraged to attend many others on their own. Productions representative of the established national companies, the standard commercial theatres, and experiments on the fringe will be examined and stu-

dents will be asked to make contact with all aspects of the theatre scene. Regular meetings for discussion will be held; contacts with London professionals and critics will enrich the study. Each student will be expected to keep a journal which will record experiences and developing critical responses. There are no prerequisites, but it would be helpful if students gain some background concerning English theatre in advance by reading such journals as **Theatre Quarterly, Plays and Players** and books and essays by such observers of the English scene as Peter Brook **The Empty Space**, Martin Esslin **The Theatre of the Absurd**, John Russell Taylor **Anger and After** and Charles Marowitz **The Method as Means**.

#### **AWT 7 London: Poetry in Pubs and Other Places**

*Prof. Richard Mathews*

England's historic pubs and coffeehouses have served as a setting for many important poems in the past, and they are still the scene of lively poetry readings and happenings. Students will visit important historic literary pubs and read and discuss the works and writers associated with them. We will also attend current readings in pubs and other places by important contemporary poets. Students will participate in special workshops and discussions with contemporary authors and may elect to use the project either to improve their own creative writing or to research poetry in England. The text will be **Children of Albion: Poetry of the 'Underground' in Britain** by Michael Horovitz, ed. Additional text will be announced. Evaluation will be based either on the student's own creative writings or a research paper.

#### **CWT 3 Mexico: Language and/or Culture**

*Prof. Pedro Trakas*

Place: Cuernavaca, Mexico. First-hand experience of the language and/or culture of Mexico "on the spot." For language students, two levels: Beginning and Advanced. Other students, wanting only the cultural experience, will attend lectures and take field trips. All students will record daily their experiences in a journal. Advanced Spanish students will write in Spanish. There will be a final exam. Student evaluation will be based on active participation, the journal, and the final exam. Texts: Paz's **The Labyrinth of Solitude** (Culture), Wolfe's **Spanish Study Aids** (Beginning Spanish), DeSilva's **A Concept Approach to Spanish, Third Edition**, (Advanced Spanish). Prerequisite for Advanced Spanish only: CSP 201/2 (or instructor's permission).

#### **LWT 5 Pre-historic and Celtic Ireland**

*Prof. James Matthews*

This project is primarily a venture in imaginative archaeology. The objectives are to encounter the impressive remains of Ireland's ancient Celtic past (megalithic sites, monastic ruins, artifacts, and documents) and then to compare this rich past with Ireland's fragmented present. The group will spend about ten days in Dublin doing the necessary groundwork: lectures, readings, museum and gallery visits, and interviews. Then, a two-week tour to County Sligo, County Clare, and County Kerry will allow closer inspection of rural Ireland. The remaining time will be

spent in Dublin, drawing together group and individual projects. In addition to participation in group projects, each student will be asked to submit a journal which ties together the readings, lectures, and explorations. Readings for this project include: Chadwick, **The Celts**; Kinsella, trans., **The Tain**; Yeats, **The Celtic Twilight**; Dillon, **The Irish Sagas**; and O'Riordan, **Antiquities of the Irish Countryside**.

#### **LWT 8 The Swedish Connection**

*Prof. Alan Carlsten*

This project will investigate the many facets of Swedish life and culture. Approximately one week will be spent in each of the three major urban university areas of Sweden. Lectures, tours, and museum visits will be features of the project. The last few days will be spent in London where students will be able to examine the extent of Scandinavian influence on British history. In addition to the Swedish experience, students will visit Denmark and Norway for a brief period. For those who are interested, Prof. Carlsten will offer an intensive course in the Swedish language. Evaluation will be based upon a journal and a brief paper.

#### **LWT 9 London/Stratford: Theatre and Shakespeare**

*Prof. Julianne Empre*

We will attempt to sample and explore the contrasts between the smorgasbord of London Theatre and cosmopolitan life, and the focused repertory energies of the Royal Shakespeare Company producing Shakespeare's plays in the quiet, homey countryside of Stratford-on-Avon. Besides theatre-going and post-theatre seminars, a generous portion of the project will be devoted toward developing greater understanding of Shakespeare. We will not only read and study a biography, several poems and plays, and selected contemporary material, but will also visit his former haunts and buildings of Elizabethan England. Moreover, we'll try to imbibe the quality of life available to Shakespeare in his two "homesteads"--London and Stratford. Texts: Anthony Burgess' **Nothing Like the Sun**; five or six plays, titles to be announced; the Signet edition of **The Sonnets**. Evaluation will be based on seminar discussion and two short papers.

#### **NWT 7 The Fabulous Science Museums of London**

*Prof. Richard Neithamer*

The culture of London includes many fabulous science museums, among these the Natural History Museum, the Geological Museum, the Science Museum, Kew Gardens, and the Greenwich Observatory. Introductory special lectures and behind the scenes tours will be presented at each of the museums. Students will then have the opportunity to participate in many of the lectures and the films that are presented throughout the month of January. Students will be expected to participate in an agreed upon number of these presentations, keep an appropriate journal and present a final paper on some aspect of one of the museums. The literature of the museums will be made available to the students and will comprise the basic reading material. Evaluation will be based on effective participation, the journal, and the final paper.



## CAMPUS AND STUDENT LIFE

At any good college, learning is not restricted to the classroom. It is likely that as much learning takes place through student life as in the classroom or laboratory.

Eckerd has attempted to provide unique learning experiences through its residence life, student government, and social interaction. The Student Affairs staff seeks to provide varied options if you wish to participate in and take leadership roles in campus life. Naturally, you are free to develop your own programs and opportunities for growth and enjoyment. Never are you coerced into the traditional arenas of having to "belong," but you will be encouraged to engage in any meaningful activities supportive of your learning experience.

### The City

St. Petersburg is a vibrant city in its own right, and St. Petersburg, Tampa, and Clearwater together form a metropolitan area of over one million people with all the services and cultural facilities of any area this size.

St. Petersburg and nearby cities offer art museums, symphony orchestras, and professional theatre, in addition to road show engagements of Broadway plays, rock bands, circuses, ice shows, and other attractions for a full range of entertainment.

The St. Louis Cardinals and the New York Mets baseball teams maintain headquarters in St. Petersburg for spring training, and there are major golf and tennis tournaments in the area. Professional football fans can follow the Tampa Bay Buccaneers.

Southern Ocean Racing Conference sailing races are held every year, as well as many regattas for sail and power boats. Fine public beaches on the Gulf of Mexico are within bicycling distance of the Eckerd College campus, as are public golf courses.

### The Campus

Situated in a suburban area at the southwest tip of the peninsula on which St. Petersburg stands, Eckerd's campus is large and uncrowded - 281 acres with over 1 1/4 miles of waterfront on Boca Ciega Bay and Frenchman's Creek. There are three small lakes on the campus, and the chapel is on an island in one of them. The 64 air-conditioned buildings are new (the oldest are only 15 years old), and were planned to provide a comfortable and efficient environment for learning in the Florida climate. Professors and students frequently forsake their classrooms and gather outdoors in the sunshine or under a pine tree's

shade. Outdoor activities are possible all year; cooler days during the winter are not severe.

### Residence Houses

Eckerd College has seven residential complexes, each consisting of four houses that accommodate 34-36 students. Most of the student residences overlook the water. Each house has a student Resident Advisor who is available for basic academic or personal counseling and is generally responsible for the house operation. Residence houses are self-governed through House Councils.

A number of houses are all-male or all-female, while others have men on one floor and women on the other. Freshmen students may be assigned to this arrangement as space is available when parental acknowledgment is received.

### Student Government

Activities, projects, and programs developed and financed in the student sector are managed by the Student Association, whose membership consists of all full-time students at Eckerd. Each year, the Student Association is responsible for the allocation of student fees for various activities.

### Athletics for Men and Women

Eckerd College is a member of the National Collegiate Athletic Association, and plays a full intercollegiate schedule in men's soccer, tennis, baseball, and basketball; women's intercollegiate sports are growing rapidly in basketball, softball, volleyball, and tennis. Intramural sports are organized as competition among houses. The day students, non-residents, also have a team. All students are eligible to participate in the wide range of intramural activities, which include football, softball, soccer, volleyball, basketball, tennis, billiards, bridge, table tennis, swimming, bowling and chess. In addition, sports clubs may be organized around fencing, swimming, sailing, canoeing, and aikido. The McArthur Physical Education Center houses locker rooms, Physical Education faculty offices, two basketball courts, a ballet station, a gymnastic area, a wrestling station, four badminton courts, and three volleyball courts. The campus also has tennis courts, an archery range, a swimming pool, and acres of open space where you can practice your golf swing.

### Waterfront Program

Eckerd's waterfront program, one of the largest collegiate watersports programs in the Southeastern U.S., is one of the most exciting recreational opportunities on our campus. The facilities, located on Frenchman's Creek, include

boathouse, support buildings, three docks, ramp, hoist, fishing equipment, camping equipment and our fleet of over 50 boats, including canoes, sailboats, power boats and rowing shell. If you own a boat, you can arrange to store or dock it here.

The Eckerd Water Safety and Rescue Team is a volunteer student group that conducts search and rescue operations both for the Eckerd and St. Petersburg community. They are sponsored by the American National Red Cross.

Teams, clubs and instruction are offered in all areas of water sports, including sailing, canoeing, rowing, scuba diving, water skiing, fishing and powerboating.

### **Student Activities**

Eckerd believes that student life should be as full and rich as possible, both in the classroom and outside it. We provide a broad range of extracurricular activities — and if you can't find something that suits your interests, we encourage you to start a new group of your own. Your free time can be as interesting as you want to make it.

### **Entertainment and Cultural Activities**

The Student Activities Board of the Student Association sponsors movies, coffee house programs, dances, and concerts featuring local and nationally known artists, and is a co-sponsor of the annual Black Symposium and Black History Week. Films on topics pertaining to the academic program are shown regularly.

The music, art, and theatre disciplines sponsor a number of events throughout the year. There are student and faculty recitals, programs from the concert choir and chamber ensemble, exhibitions by student and faculty artists, dance performances, and a series of plays produced by the theatre workshops.

### **Student Publications**

Publications are funded by the Student Association and fully controlled by the students themselves. Student media include WECR, the campus radio station; *Thimblerig*, the student newspaper; a literary magazine featuring art work, prose, and poetry by members of the entire campus community; a record album produced and recorded by students.

### **Organizations and Clubs**

At Eckerd, if there is enough student interest to form a club or honorary society, one is formed. Organizations which have been established include Dancing, Afro-American Society, Foreign Students Association, Literary Magazine, Triton Sailing Association, Tennis Club, Debate

Club, Management Club, Women's Center, Canoe Club, Choir, Crew Club, Diving Club, Water Ski Club, and Fishing Club.

### **Minority Students**

As evidence of its active commitment to recruit and encourage minority students, Eckerd supports a number of programs in this field. Special weekend visits to the campus give minority students who are considering Eckerd College a chance to view the college, visit the faculty, live in the dorms, and talk with other students.

### **Religious Life**

The Campus Minister seeks to nurture student religious concern, to stimulate voluntary activity, and to foster understanding of the Christian faith and the religious traditions represented in the college community. Eckerd College was founded by the Presbyterians of Florida and maintains a strong covenant relationship with them. Its faculty, courses, chaplaincy, and voluntary activities express this concern of the college.

Regardless of your religious tradition, you are encouraged to search the sources of your own faith, enter into fruitful dialogue with students of other faiths, use the institutional resources in personnel, courses, library, and informal groups to apply religious insights to your own life, and join in developing a true community life at Eckerd. We believe that difficult moral issues can be better resolved by college men and women in a context of revitalized religious faith.

### **Counseling Services**

There will be times during your college career when you will want advice and counsel. Naturally, for academic advice the first place to start is with your Mentor or with any of your professors — those persons who know you best. But you are equally welcome to seek the counsel of any administrator. All doors are always open at Eckerd.

Personal assistance is readily available in the Counseling Center, should you feel you need extra stimulation toward personal growth or toward the further development of skills for coping with social or academic problems or for career development counseling.

### **Health Services**

Eckerd's medical service is directed by a qualified physician who is at the Health Center two hours every Monday through Friday. A registered nurse is on duty 8 a.m. to midnight, Monday through Friday. Medicines may be purchased for minimal fees. Brief stays in the Health Center

may be arranged for minor illness; otherwise, community hospitals are used. The college notifies parents when community hospitalization is necessary.

## ADMISSION

Eckerd College admits students of any race, color, national or ethnic origin.

### Freshman Admission

Admission to Eckerd College is based on past academic performance, aptitude as measured by examinations, and upon intellectual potential, special talent, range of interest, emotional maturity and potential for personal development.

### Your Application

1. Request application forms in Junior year or early in your Senior year from the Director of Admissions.

2. Complete and return your application to the Director of Admissions, with an application fee of \$15 (non-refundable) at least two months prior to the desired entrance date. Students who are financially unable to pay the \$15 application fee will have the fee waived upon request.

3. Request the guidance department of the secondary school from which you will be graduated to send an academic transcript and personal recommendation to: Director of Admissions, Eckerd College, Box 12560, St. Petersburg, Florida 33733.

4. Arrange to take the Scholastic Aptitude Test offered by the College Entrance Examination Board or the ACT Test Battery, offered by the American College Testing Program.

### Early Admission

Students may be admitted to Eckerd College before completion of the normal secondary school program. Applicants for early admission are required to have an interview and an outstanding academic record with commensurate SAT and/or ACT scores.

### Advanced Placement Program

Courses are honored at Eckerd College on the basis of scores on the Advanced Placement Examination administered by the College Entrance Examination Board. Scores of four and five automatically certify the student in the course covered by the examination. Scores of three are recorded on the student's permanent transcript and are referred to the faculty of the appropriate discipline for recommendations concerning credit.

### Credit By Examination

Eckerd will grant credit through the College Level Examination Program (CLEP) as follows:

| EXAMINATION             | SCALED SCORE FOR AWARDING CREDIT | MAXIMUM SEMESTER CREDIT |
|-------------------------|----------------------------------|-------------------------|
| Algebra-Trigonometry    | 55                               | 4 hours                 |
| American Government     | 55                               | 4 hours                 |
| American History        | 55                               | 8 hours                 |
| American Literature     | 55                               | 4 hours                 |
| Biology                 | 55                               | 8 hours                 |
| Chemistry               | 55                               | 8 hours                 |
| Educational Psychology  | 55                               | 4 hours                 |
| English Composition     | 55                               | 8 hours                 |
| General Psychology      | 55                               | 4 hours                 |
| Introductory Accounting | 55                               | 4 hours                 |
| Introductory Calculus   | 55                               | 8 hours                 |
| Introductory Economics  | 55                               | 8 hours                 |
| Introductory Sociology  | 55                               | 4 hours                 |
| Western Civilization    | 55                               | 8 hours                 |

### Transfer Admission

Applicants for transfer admission must submit an application for transfer admission, high school transcript, SAT or ACT scores, and a transcript of college record with a catalog from all colleges attended.

In order to be considered for transfer to Eckerd College, an applicant must be in good standing at the institution last attended and eligible to return to that institution.

Applicants must ordinarily submit official results of the Scholastic Aptitude Test or the ACT Test Battery to the Director of Admissions at Eckerd College. Transfer applicants who have previously taken these tests may submit these scores or arrange to retake the examination.

All transfer students receiving the Associate in Arts degree from a regionally accredited two-year college will be admitted at the third-year level at Eckerd College.

Veterans and other applicants who are older and wish to transfer old credits or whose earlier academic records are unavailable or unusual are requested to direct special inquiry to the Admissions Office.

The transfer of credit from other accredited colleges and universities depends upon the comparability of the courses taken to those offered at Eckerd College and the approval of the academic discipline concerned. In general, courses in the liberal arts are transferable. Grades below C are not acceptable for transfer. Students wishing to transfer for spring term should initiate application before December 1.

## EXPENSES AND FINANCIAL AID

Tuition and fees at Eckerd College pay about 65% of the educational costs; the balance is paid from endowment income and gifts from individuals, corporations and the Presbyterian churches.

The charges listed are for the academic year consisting of two semesters and one short term (autumn term or winter term). The annual charges for 1977-78, not including cost of textbooks and student deposits are:

|                  | Resident<br>Students | Non-Resident<br>Students |
|------------------|----------------------|--------------------------|
| Tuition and fees | \$3,460              | \$3,460                  |
| Room and Board   | 1,375                |                          |
| Total            | \$4,835              | \$3,460                  |

A Student Association fee of \$60 per year is collected in addition to the above charges.

### Withdrawal Refunds

Student withdrawing within 25 days of the first class of any module for reasons approved by the college will receive tuition refunds for that module as follows:

|                |           |
|----------------|-----------|
| Within 7 days  | 75%       |
| Within 15 days | 50%       |
| Within 25 days | 25%       |
| After 25 days  | no refund |

Room charges for resident students are not refundable. Unused portion of meal ticket will be refunded on a pro-rata basis.

### Aid to Students

Financial aid based on demonstrated need is available to students on the basis of general guidelines approved by the Admissions and Scholarship Committee. Academic performance, personal development, and potential contribution to the college community are important considerations in awards of aid.

Financial need is determined by an evaluation of the Parents' Confidential Statement by the College Scholarship Service of Princeton, New Jersey. A student's total financial aid "package" will ordinarily include scholarship or grant, work aid, and loan.

The college's financial aid program emphasizes self-help. Most students receiving financial aid are participants in the work-scholarship programs or one of the loan programs. Students are encouraged to seek outside sources of aid such as local, state and federal scholarships; for example, Florida State Assistance Grants and Basic Educational Opportunity Grants. The college's financial aid office assists students and parents to complete the application forms and

obtain the grants. If you need assistance, please contact the Financial Aid Office. Full financial aid information is available in the pamphlet **Financial Guidance for Students 77-78**.

### Thomas Presidential Scholarships

Each year a small number of Freshman applicants selected for outstanding achievement as indicated by academic accomplishments, creative talent, and character, may be awarded Thomas Presidential Scholarships. These merit scholarships provide \$2,500 per year (\$10,000 total for four full years) and are not based on financial need. Scholarships are renewable provided the recipients' academic progress and personal development are satisfactory.



# THE FACULTY OF ECKERD COLLEGE

## Foundations Collegium Faculty

**Julienne H. Emprie**  
*Foundations Collegium Chairman  
Letters Collegium*

**Alan W. Carlsten**  
*Letters Collegium*

**Sarah K. Dean**  
*Vice President for Student Affairs*

**Dudley E. DeGroot**  
*Comparative Cultures Collegium*

**John C. Ferguson**  
*Natural Sciences Collegium*

**Frank M. Figueroa**  
*Comparative Cultures Collegium*

**Irving G. Foster**  
*Natural Sciences Collegium*

**Rejane P. Genz**  
*Letters Collegium*

**Sheila D. Hanes**  
*Natural Sciences Collegium*

**James R. Harley**  
*Director of Athletics*

**Keith W. Irwin**  
*Letters Collegium*

**E. Ashby Johnson**  
*Comparative Cultures Collegium*

**Kenneth E. Keeton**  
*Comparative Cultures Collegium*

**LeRoy J. Lebbin**  
*Head Librarian*

**George W. Lofquist**  
*Natural Sciences Collegium*

**J. Peter Meinke**  
*Creative Arts Collegium*

**Anne A. Murphy**  
*Behavioral Science Collegium*

**William H. Parsons**  
*Comparative Cultures Collegium*

**Molly K. Ransbury**  
*Creative Arts Collegium*

**William C. Wilbur**  
*Letters Collegium*

## Faculty of the Collegium of Behavioral Science

**Tom Oberhofer**  
*Chairman, Behavioral Science Collegium*  
Assistant Professor of Economics  
B.S., Fordham University  
M.A., Ph.D., Rutgers University

**Joan A. Barnett**  
*Assistant Professor of Anthropology  
B.A., University of Pennsylvania  
M.A., Stanford University*

**J. Marvin Bentley**  
*Associate Professor of Economics  
B.A., Davidson College  
Ph.D., Tulane University*

**Joncker R. Ibn Biandudi**  
*Assistant Professor of Political Science and Afro-American Studies  
B.A., Sioux Falls College  
M.A., Howard University*

**Theodore M. Dembroski**  
*Associate Professor of Psychology  
B.S., Ph.D., University of Houston*

**Timothy R. Gamelin**  
*Associate Professor of International Politics  
B.A., Gustavus Adolphus College  
M.A., Ph.D., Duke University*

**Anne A. Murphy**  
*Associate Professor of American Political Behavior  
B.A., College of Wooster  
B.D., Yale Divinity School  
Ph.D., University of North Carolina*

**Jack D. Salmon**  
*Visiting Assistant Professor of Political Science  
M.A., Yale University  
B.A., Ph.D., University of Kansas*

**Robert B. Tebbs**  
*Associate Professor of Management  
B.A., University of Colorado  
M.A., Ph.D., University of Wyoming*

**Jack B. Williams**  
*Associate Professor of Sociology  
B.A., University of South Florida  
M.A., Ph.D., Vanderbilt University*

**William E. Winston**  
*Assistant Professor of Sociology  
B.A., Central Washington State  
M.A., Washington State University*

## Faculty of the Collegium of Comparative Cultures

**Gilbert L. Johnston**  
*Chairman, Collegium of Comparative Cultures  
Associate Professor of Religion  
B.A., Cornell University  
M.Div., Princeton Theological Seminary  
Ph.D., Harvard University*

**Dudley E. DeGroot**  
*Professor of Anthropology  
B.A., University of West Virginia  
M.A., University of New Mexico  
Ph.D., Ohio State University*

**Frank M. Figueroa**  
*Professor of Spanish and Hispanic Area Studies  
B.S., Seton Hall University  
M.A., Ed.D., Columbia University  
Teachers College*

**Henry E. Genz**  
*Professor of French Language and Literature  
A.B., Emory University  
M.A., University of Wisconsin  
Ph.D., Western Reserve University*

**E. Ashby Johnson**  
*Professor of Philosophy and Religion  
A.B., Presbyterian College, South Carolina  
B.D., Th.M., Th.D., Union Theological Seminary, Virginia*

**Kenneth E. Keeton**  
*Professor of German Language and Literature  
A.B., Georgetown College  
M.A., University of Kentucky  
Ph.D., University of North Carolina*

**Mary C. Paidosh**  
*Assistant Professor of German Area Studies  
B.A., M.A., University of Minnesota  
Ph.D., University of Massachusetts*

**Vivian A. Parsons**  
*Instructor in Russian  
A.B., Brandeis University  
M.A.T., Harvard University*

**William H. Parsons**  
*Associate Professor of History and Russian Studies  
A.B., Grinnell College  
A.M., Harvard University  
Ph.D., Indiana University*

**Pedro N. Trakas**  
*Professor of Spanish  
A.B., Wofford College  
M.A., Universidad Nacional de Mexico  
Ph.D., University of North Carolina  
Litt.D., Wofford College*

## Faculty of the Collegium of Creative Arts

**J. Thomas West**  
*Chairman, Creative Arts Collegium  
Professor of Psychology  
B.S., Davidson College  
M.A., University of North Carolina  
Ph.D., Vanderbilt University*

**Richard R. Bredenberg**  
*Professor of Education  
A.B., Dartmouth College  
B.D., S.T.M., Oberlin College  
D.Min., Vanderbilt University  
Ph.D., New York University*

**James R. Carlson**  
*Professor of Theatre Arts  
A.B., Hamline University  
M.A., University of Minnesota*

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|--|---|--|
| <b>James G. Crane</b><br>Professor of Visual Arts<br>A.B., Albion College<br>M.A., State University of Iowa<br>M.F.A., Michigan State University   | <b>Burr C. Brundage</b><br>Professor of History<br>A.B., Amherst College<br>Ph.D., University of Chicago  | <b>Faculty of the Collegium of Natural Sciences</b>  |
| <b>John K. Eckert</b><br>Assistant Professor of Art<br>B.A., Eckerd College<br>M.F.A., Cranbrook Academy of Art  | <b>Alan W. Carlsten</b><br>Professor of Religion and Speech<br>B.S., University of Oklahoma<br>M.Div., McCormick Theological Seminary   | <b>William B. Roess</b><br>Chairman, Collegium of Natural Sciences<br>Professor of Biology<br>B.S., Blackburn College<br>Ph.D., Florida State University |
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## CALENDAR OF EVENTS 1977-78

|                |   |
|----------------|---|
| August 19      | Freshmen arrive and register before 3:00 p.m.                             |
| August 20      | Autumn term classes begin   |
| September 8    | Residence houses open to upperclass students at 8:00 a.m.                 |
| September 9    | Registration for fall term, all students; autumn term ends at 4:30 p.m.   |
| September 10   | Reexaminations and independent study examinations                         |
| September 12   | Fall term and module 1 begin at 8:00 a.m.                                 |
| September 14   | Opening celebration   |
| September 16   | End of drop/add period for module 1 courses                               |
| September 21   | End of drop/add period for fall term courses                              |
| September 30   | Winter term registration  |
| October 26     | Module 1 classes end  |
| October 26-27  | Meeting of Board of Trustees  |
| October 27-28  | Examination period, module 1 courses                                      |
| October 31     | Module 2 begins at 8:00 a.m.  |
| November 4     | End of drop/add period for module 2 courses                               |
| November 21-23 | Registration for spring term  |
| November 24-25 | Thanksgiving holiday; no classes  |
| December 14    | Fall term and module 2 classes end  |
| December 15-17 | Examination period, fall term and module 2 courses                        |
| December 17    | Christmas recess begins at 11:30 a.m. Residence houses close at 5:00 p.m. |
| January 2      | Residence houses reopen at 12:00 noon                                     |
| January 3      | Winter term begins at 8:00 a.m. All projects meet                         |
| January 4      | Last day to enter winter term, end of drop/add period                     |
| January 26-27  | First comprehensive examination period                                    |
| January 27     | Winter term ends at 4:30 p.m.   |
| January 30     | Spring term and module 3 begin at 8:00 a.m.                               |
| February 6     | End of drop/add period for module 3 courses                               |
| February 9     | End of drop/add period for spring term courses                            |
| March 15       | Module 3 classes end  |
| March 16-17    | Examination period, module 3 courses                                      |
| March 18       | Spring recess begins; residence houses close at 5:00 p.m.                 |
| March 27       | Residence houses reopen at 12:00 noon                                     |
| March 28       | Module 4 begins at 8:00 a.m.  |
| March 29-30    | Meeting of Board of Trustees  |
| April 3        | End of drop/add period for module 4 courses                               |
| April 4-6      | Second comprehensive examination period                                   |
| May 4          | Mentor conferences and contracts for 1978-79; no classes                  |
| May 4-8        | Registration for fall term 1978-79  |
| May 12         | Module 4 classes end  |
| May 15         | Study day   |
|                | May 16-18      Examination period, spring term and module 4 courses       |
|                | May 21      Baccalaureate-Commencement                                    |
|                | May 22      Residence houses close at 10:00 a.m.                          |
|                | June 5 - July 28      Summer term   |
|                | June 5 - June 30      Module A  |
|                | July 3 - July 28      Module B  |

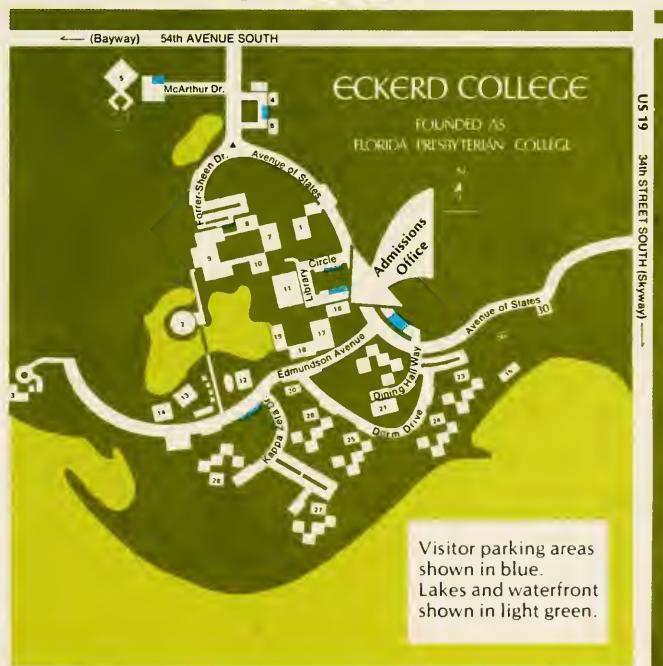






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2. Ben Hill Griffin Chapel
3. Lewis House
4. Physical Plant
5. Frances and Bivian McArthur Physical Education Center
6. Psychology Laboratory
7. F. Page Seibert Humanities Building
8. Forrer Language Center
9. Robert T. Sheen Science Center  
Chemistry & Physics  
Science Auditorium  
Biology
10. Dendy-McNair Auditorium
11. William L. Her Cobb Library
12. R.W. and Helen Roberts Music Center
13. Christiana and Woodbury Ransom Visual Arts Center
14. Binnerger Center  
for Performing Arts
15. Boat House
16. Edmundson Hall
17. Brown Hall
18. Lindsey Hall
19. Fox Hall
20. Webb Health Center
21. Student Cafeteria
22. Alpha Residence Cluster
23. Beta Residence Cluster
24. Gamma Residence Cluster
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